

PERSONAL COLUMN



ANNE SOFER

A taste of work

'We have been slow to discover that youngsters need to try out different jobs'

Recently I talked to a woman working as a youth adviser on a Youth Training Scheme. She had left school at 16, worked as a secretary, dog-body and office manager, at the same time as running youth clubs in the evening. YTS had been a great career breakthrough for her, enabling her to devote herself full-time to her true vocation: trying to help youngsters facing homelessness, pregnancy, brushes with the law (and some very much more serious problems), while they struggle to find their niche in the labour market.

Only at one point in our conversation did she seem frustrated with her work: "It happens time and again. I make an arrangement to go and see a group of social workers or careers teachers and the minute I come in the door half of them walk out in protest, because they don't believe in YTS... What they really object to, of course, is that I'm not qualified."

Well, whether for political principle or professional exclusiveness, it seems that that people working on Youth Training Schemes are being made to feel like social pariahs. Because the fact is that they are working on a new frontier of knowledge about young people and how they tick; and the insights they are developing could be of immense benefit to the schools and colleges.

So let me try to promote a more positive atmosphere by describing a good YTS scheme.

South East Training (SET) may be unusual in that it combines being firmly employer-based with a determination to be completely open-access and to serve the inner city youngsters of the area it operates in. It works from a well-appointed (and employer-subsidized) suite of offices near Waterloo station, and its trainees come largely from the inner city boroughs of Southwark and Lambeth; of the 250 or so likely to be in the scheme at any one time, 60 per cent are from the ethnic minorities. There has also been a conscious attempt to recruit a racially mixed staff.

The programme consists of four weeks' induction and assessment, including work testing, followed by a placement with one or more employers. While on a placement, trainees are visited regularly by their train-

ing officer, and offered a range of courses for the off-the-job training component. Some of this is in college, some at SET's base, some in the luxury of the nearby Shell office-block ("The kids think it's part of Dallas.")

Most courses lead to RSA or City and Guilds qualifications. There is also the possibility of getting certification for skills learnt in the workplace. Another special feature of SET's work is the training offered to the designated supervisors.

SET works with more than 500 companies - printers, offices, garages, hairdressers, factories, retailers, every kind of employer in fact, that you are likely to find in inner south London. The scheme costs close on £3,000 a year per trainee, and that is without the hidden costs of the subsidized office accommodation. Half of this is the allowance, and half the training and administrative costs. It is thus certainly not a cheap alternative to full-time education.

Thus much for the bare bones. The "feel" of the enterprise is more difficult to describe. On the one hand, it is quite cool and business-like. The style of a well-run office - efficient paper-work, tidy filing systems, professional reception - is pervasive. On the other hand, there is a great deal of personal attention given to each individual. Self-knowledge and the setting of goals are, after all, part of the practical solution to the

problem, and all that needs a lot of probing and discussion.

The experiences of the trainees on their "taster" weeks are very mixed. Some don't like the job at all. This is regarded as entirely normal, and not a sign of failure of any kind. A different kind of placement is tried until one works. Almost all the trainees I spoke to who had already been settled in a long-term placement were very happy with the company they were with; their one hope was that a full-time vacancy would occur and they would be offered the job. (Sometimes it does; three out of four of SET's "graduates" get jobs somewhere.)

There was clearly no problem about motivation here - though in many cases, I was told, there certainly had been a problem six months before. This seems primarily a matter of confidence. One of the most illuminating remarks of my visit was made by a young man who had been complaining that at his taster job in a garage he had stood around all day until five o'clock, being ignored until someone asked him to pass a spanner. Why didn't he offer to help earlier? "I was afraid they'd say there was nothing for me to do, see - and I knew I couldn't handle that."

I talked to some of the trainees about their school experience. Most of them felt they hadn't got much out of it. Whose fault was

that? Well, they freely admitted, at least partly their own. "The education was what you wanted it." "I don't know a person that doesn't regret now that they worked harder at school."

But they also felt they had been under "Strikes all the time. You'd get to school, they'd tell you to go home again. I stopped bothering." "Nothing but supply teachers - maths - you couldn't learn a thing." "Not enough discipline."

This last comment drew a chorus of agreement. But pressed closer, they were uncertain about how discipline could be let them try. "Suspension? Doesn't work, they tried that on me." The only one which they kept returning to went something like this: "There was this one great teacher... 'Yeah, Mr Wilcox, now he made me work.' "Mr Browning, man, he came to respect."

The notion that most young people have the opportunity to try out a number of different jobs within a framework that offers adult support and back-up training is not really a very complicated one. Why have we been so slow to discover it? And should it be provided at 16 or before? Is there something radically different we should be doing in the last two years of compulsory schooling? These are questions that deserve discussion across the school/training divide, discussion that are being inhibited by hostility at present.

NEXT WEEK

Life after Nottingham
David Hart considers the consequences for unions and employers of Kenneth Baker's intervention

Off the warpath
The gaps between intentions and achievements in peace studies

McGoldrick epilogue
Barry Hugill takes a look at Brent's controversial race relations policy

Market constraints
Roger Watson on the state of educational publishing

Extra: Primary

THE TIMES Educational Supplement

Local Tories try to head off clash over pay

by James Meikle

Conservative-controlled education authorities were this week trying to prevent the Government and school employers from becoming involved in a confrontation over pay and conditions.

The Tory councils share the Government's misgivings about the proposed structure agreed by the National Association of Teachers' Unions (NATFHE) and the Government in Nottingham and London last week.

They are also worried that the draft agreement, drawn up to rival the Education Secretary at the end of last month, will prove too expensive because of promises on class size and contact time. The Conservatives doubt whether there will be enough teachers available to honour the proposals.

But Mr Philip Merridale, one of the Tory authorities' leading spokesmen, said that there should be further talks before any imposition was even considered by the Government. "It is ridiculous to say it's high noon and march for the six-gun," he said.

Mr Merridale has supported Labour colleagues and the teachers in calling for joint negotiating machinery through which employers, unions and the Government would be represented. He is worried by the prospect of an advisory committee on pay and conditions in place of the discredited Burnham arrangements.

He is also annoyed at the suggestion that the structure agreed through the

negotiations, based on a Main Professional Grade, is similar to that discussed when he led the employers' side for inner city areas, £726 for outer London and £282 for the "outer fringe". The costs will be considered separately from the main pay awards which both employers and the Government want to run to April 1989.

NATFHE, the college lecturers' union, will soon seek a meeting with employers over future negotiating machinery. The Government wants to sign a final agreement today, but staff would be appointed to Principal Teachers posts.

Teachers have succeeded in keeping the £855 special education allowance, received by about 7,000 teachers, under the negotiated settlement. Employers had wanted to scrap the allowance.

But the social priority allowance, worth either £201 or £276 to 20,000 teachers, will be abolished. Those teachers already receiving the payment will have it assimilated into their new salary on the Main Professional Grade. The allowance was originally conceived to help attract teachers to schools in deprived areas.

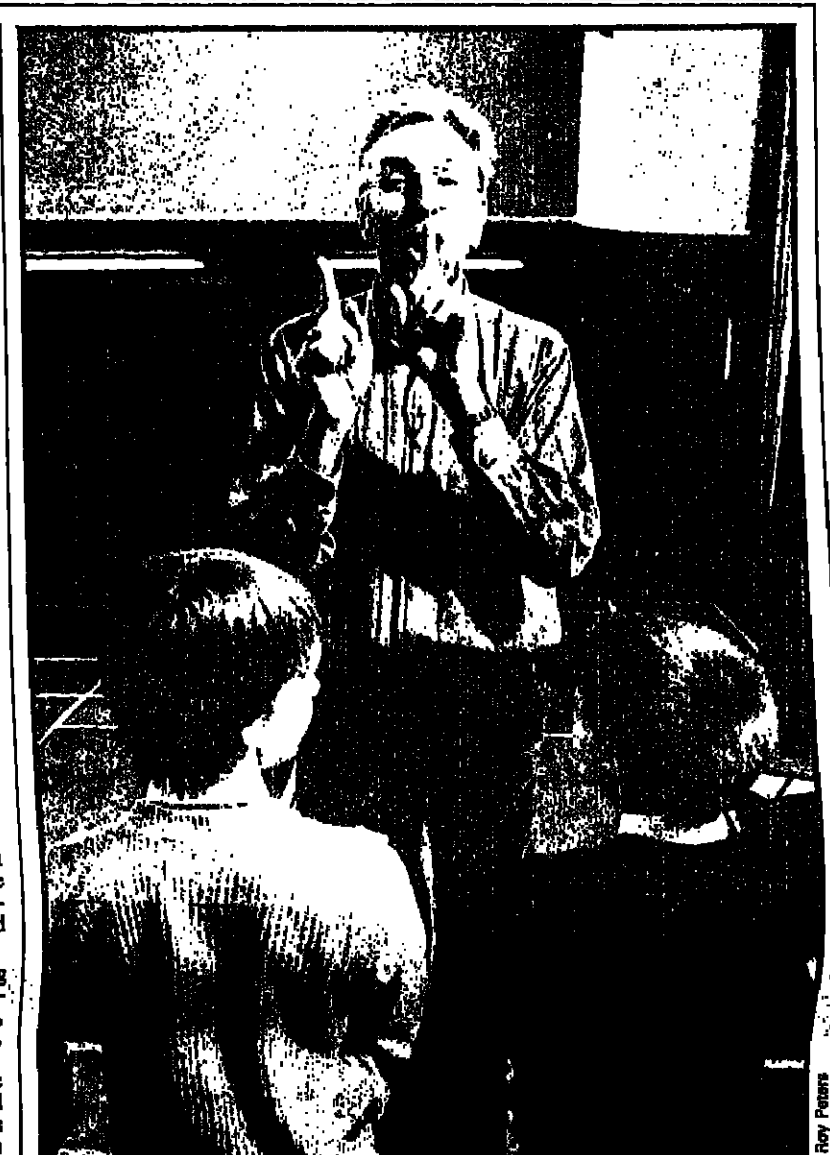
Teacher unions are seeking a 16 per cent increase in London allowances for this year. They say the rise is justified by the cost of living in the capital. About 40,000 teachers receive such allowances which are at present £1,110 for inner city areas, £726 for outer London and £282 for the "outer fringe". The costs will be considered separately from the main pay awards which both employers and the Government want to run to April 1989.

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Vocal accord: Birmingham schoolboys listen to the sound of music as performed by Terry Edwards, the director of London Sinfonietta Voices, a group which encourages young people to appreciate music.

NOTICEBOARD

No 280 CROSSWORD by Rulus

COURSES...

November 27
FE/HE workshop on The business analysis: a starting point for training in small businesses at the Centre for Educational Development and Training, Manchester Polytechnic, Elizabeth Gascoigne site, Fee £252. Leaders include Betty Hollishead, Al Shaw, Julie Griffin and Clive Neville. Details from CEDAT.

December 8-10
Using industry in the Curriculum organized by the Institute of Careers Officers at the Abbey Hotel, Great Malvern, Worcestershire, for teachers and careers officers. Course directors: Roger Little, Vin Salisbury and Richard Woolton. Fee £105 (non-residential £82). Details from ICO, 27a Lower High Street, Stourbridge, West Midlands DY8 1TA.

December 15-19
Becoming a manager: essential skills for new managers; a course for those who have recently become, or are about to become, educational managers at the Further Education Staff College. Fee £150. Details from the Registrar and Clerk to the Governors, FESC, Bognor, Bristol BS16 6RG.

December 15-19
University of York course for teachers of economics to introduce the most recent developments in economic policy and events. Details of this and other teachers' courses to be held next year from the Department of Economics and Related Studies, University of York, Heslington, York YO1 5DD.

CONFERENCES...

November 15
Coping with stress in families with young children, organized by OMEP, the World Organization for Early Childhood Education at the Royal Society of Medicine, 1 Wimpole Street, London W1. Details from Dr Sheila Shinnman, 102 Sharn Lane, Ruislip, Middlesex HA4 7JB.

November 15
Parents as therapists organized by the Association for Child Psychology and Psychiatry (Welsh Branch) and presented by members of the multi-therapy team based at the Children's Centre, University Hospital of Wales, Cardiff. Details from Niles Seaton, Rhonda School, Psychological Service, Penyrgrig, Tonypandy, Mid Glamorgan.

December 6
Design in the GCSE - after Phase 3 organized by the London and Home Counties branch of the National Society for Education in Art and Design. Speakers include Norman Birch and John Steers. Fee £22 (non-members £27). Details from Linda Karlson, 5 Leppoc Road, London SW4.

December 9
Pastoral care of teachers - Association of Professional Tutor conference at the University of Oxford Department of Educational Studies for professional tutors in schools and further education concerned with establishing staff support systems. Fee £7. Details from Paula Davison, Widdowson College of Technology, Denzil Road, London NW10.

EVENTS...

November 18-December 18
Hang ups: a critical look at photographic exhibitions at the Cockpit Gallery, London WC1. In conjunction with the exhibition there will be a series of discussions examining the history, forms, contents, producers and users of photographic exhibitions.

December 1
Mapwork with young children: a lecture by Simon Culling in the Lyceum Building, Newcastle Polytechnic at 5pm, organized by the Tyneside Branch of the Geographical Association. Tickets £1.50. Details from Stephen Watts, Blyth Wensleydale Middle School, Dan Street, Blyth, Northumberland NE24 3ED.

December 2
New ways of paying the piper - an inaugural lecture by Garth Williams, professor of educational administration, at 5.30pm at Bedford Way, London WC1. Details from David Bayle, Information Officer, 01-636 1500.

December 3
Learning from television: a lecture by Naomi Sargent, senior commissioning editor for educational programming at Channel Four, Television at the Royal Society of Arts, at 5pm. Admission free. Ticket from Caroline Singleton, RSA, John Adam Street, Adelphi, London WC2N 6EZ.

December 7
Annual general meeting of the Youth Libraries Group (London and Home Counties branch) with guest speaker, author of teenage books, Tocky Jones, at Holborn Library Hall, 32-38 The Strand, London WC1X 8PA at 6.30pm. Details from Anthony Tilly, c/o East Herts Schools Library Service, Longmore Teachers' Centre, Hertford SG13 8AE.

PEOPLE...

Professor Sir Mark Richmond, Vice-Chancellor of Manchester University, to be chairman of the Committee of Vice-Chancellors and Principals from July 1989 in succession to Mr Maurice Shock.

Professor Roger Fieldhouse to be director of continuing and adult education at the University of Exeter. He was formerly senior lecturer in the department of adult and continuing education at the University of Leeds.

Professor Meredith Hughes, head of the department of social and administrative studies in education at the University of Birmingham, to be president of the Commonwealth Council for Educational Administration.

Mr David Bedford, composer and arranger, to be youth music director of the English Sinfonia. He will be responsible for directing creative workshops in schools and assisting with the composition element of the GCSE.

Ms Janet Wallace to be head of Havestock secondary school in north west London in succession to Mr Valerie Jenkins who has transferred to the LEA Inspectorate. She formerly worked for the London Borough of Haringey.

Across

1 It tastes sweet, but schoolboys don't like it (4)
8 Bill gets a medical qualification of a position (6)
9 Jam book behind piano (8)
10 Second mark of approval (4)
12 A vote to the other side? (6)
14 Renee's calm disposition (6)
15 A girl to help people out (6)
17 Literary type with a type to the right (6)
18 Off beat classical character (4)
19 Unpleasant musical instrument (6)

Down

2 Realize what shares may do (10)
3 Around midday set out the food (4)
4 Island boatman (6)
5 Break a hole in a wall (6)
6 State carriage? (8)
7 A certain amount of hope dangerous to aircraft (4)
11 Secret belief (10)
13 Elderly crew of ex-petroleum company (8)
14 Reformation (6)
16 On the way, not as a witness (6)
18 Ruth as a word (4)
20 Kind of baby (4)

Solution to Puzzle No 279

AND NOW FOR THE ANSWERS TO THE PUZZLES IN THE PREVIOUS ISSUE

PUZZLE NO 279
Across: 1. Honey 2. Shares 3. Lunch 4. Boat 5. Hole 6. Carriage 7. Hope 8. Bill 9. Jam 10. Mark 11. Secret 12. Vote 13. Crew 14. Reformation 15. Girl 16. Ruth 17. Type 18. Character 19. Instrument
Down: 1. Sweet 2. Shares 3. Lunch 4. Boat 5. Hole 6. Carriage 7. Hope 8. Bill 9. Jam 10. Mark 11. Secret 12. Vote 13. Crew 14. Reformation 15. Girl 16. Ruth 17. Type 18. Character 19. Instrument

New doubts raised over AS levels

by Ian Nash

The Government's new AS (Advanced Supplementary) level examination - due to be introduced next September - received a major setback this week as it became clear that university admissions tutors are becoming increasingly reluctant to recognize it.

The tutors' doubts could well mean that pupils with AS levels would be placed at a disadvantage when applying for university places.

Both the admissions tutors and locally heads aired their misgivings at assurances from the Standing Conference on University Entrance that it will be accepted as an entrance qualification.

The strongest doubts have been expressed over the relevance of the AS for mathematics and the School Mathematics Project, one of the subject curriculum development bodies for the subject, intends to publish alternative proposals for a limited grade A level.

It is suggested that "C" be the top grade awarded for a limited grade AS. The syllabus would be based on

School, Gloucester, said: "We are a boys' school with 70 to 77 per cent of sixth-form pupils taking sciences. I do not see that we could afford to provide AS level courses for the minority who take arts."

Professor Geoffrey Howson, director of mathematics at the University of Southampton and consultant to the SMP, said: "AS would seem largely irrelevant to contemporary educational goals, needs and possibilities."

Half of all students who embark on a level mathematics drop out, fail or obtain an E grade. Tempting people with an AS level that was just as taxing as the A level would simply result in more drop-outs, he said.

"A limited grade A level examination must be established quickly. The present content will have to be reduced and the complication of examination questions lessened."

Professor Howson envisaged two possibilities: three progressively difficult papers or a common paper plus a choice of papers catering for candidates of differing ability. "Offering an AS or half an A level is like asking

someone who is incapable of a four-minute mile to run half a mile in two minutes," he said.

Science and engineering needed people with an appreciation and general understanding of mathematics but not always the depth which A level demanded, he said.

A limited grade A level would be standard across the country but allow schools flexible methods of examining pupils. "Questions of lowering standards would not arise. Grade D in a limited grade paper would indicate greater mathematical competence than the present grade D in the wider syllabus," he said.

The number of 18-year-olds in schools will drop by one-third by 1990 and the proportion taking A level mathematics must rise by 50 per cent just for exam entries to stand still.

Plans to go ahead with AS levels were announced by the Government in 1984 as a way of broadening the base of sixth-form studies without diluting academic content. Typically, a student might take two A levels in conjunction with two AS levels.

Appeal win for Brent

Brent Council (this week successfully appealed against a High Court ruling that it did not have the right to continue disciplinary proceedings against Miss Maureen McGoldrick, the Sudbury Infants' school head accused of making a racist remark, writes Diana Spencer)

Three judges, including Sir John Donaldson, the Master of the Rolls, unanimously allowed the appeal. He ruled that it was for the authority to decide whether or not to dismiss a head.

Sir John said: "Management gave the governors the opportunity of considering the complaint and recommending dismissal. The governors rejected the invitation. Management had always been entitled to refer the complaint directly to the authority and it did not lose this right because the governors chose not to do so instead."

However, he told the court on Wednesday that Miss McGoldrick had acted reasonably to protect her position in applying to the High Court.

Brent will consider next week whether to hold a disciplinary hearing - but has promised not to re-suspend or dismiss her.

A case for compromise

The Secretary of State has got roughly two-thirds of what he wanted out of the pay and conditions package agreed last Saturday by a majority of the teacher unions and their employers. That is a considerable achievement. Few would have believed it possible before he sweet-talked his colleagues into coughing up the money, and frightened the negotiators into real give-and-take by threatening them with something worse.

Is two-thirds enough? Mr Baker spelled out his terms quite explicitly in the House of Commons on October 30. The money he had extracted from the Treasury would only be available if it were distributed in the way he preferred – along the differentiated lines recommended in the Main Report on Scottish teachers' pay – and if contracts, conditions and professional duties were agreed according to the 19-point Coventry heads of agreement. He also proposed to abolish the Burnham negotiating machinery, and replace it with something closer to his heart's desire – a body so far very sketchy, but which would deal with pay and conditions, and leave out the negotiating.

There can't be much doubt that the prospect of an imposed settlement sharpened up responses. The negotiators surprised everyone by agreeing to contractual terms that had seemed an elusive dream for employers and Government ever since Houghton, and committing themselves to a National Joint Council to replace worn-out Burnham at last.

So far, so good. The bad news for Baker was that

these prizes were sold dearly to the unions in exchange for the bottom-heavy sort of pay structure that was emphatically not in line with his *quid-pro-quo* ultimatum, and by opening up a whole new can of worms on class size (a difficult component for any contract).

The problem had shifted. Having seized the initiative and the PR high-ground, Mr Baker was now in danger of losing both to political opponents who proposed to grab his hard-won money and divide it up their own way.

As we went to press, Mr Baker was still wisely taking time to consider his response and the pressure was mounting for him to find a negotiating formula that would win back something of what he wanted on career structure without endangering the rest of an historic deal.

It will not be easy for him to relinquish much of what he is looking for to meet the needs and aspirations of middle management in the schools. It is not simply a question of rewarding good classroom teachers and being able to attract shortage subject specialists, but of providing worthwhile incentives to take on responsibilities and seek promotion inside or outside the school.

If individual schools and the teaching force as a whole are to be managed effectively, a strong case has to be made for promoting and rewarding a management layer able and willing to take on responsibilities and decision-making.

The heads themselves know it, especially after the

bitter years of teacher action when – caught between employers and unions – it has been virtually impossible for them to run their schools. That is why the Main structure struck an immediate chord with many heads south of the border. That is one good reason why the National Association of Head Teachers has not signed the deal.

It is an interesting speculation whether the larger unions truly want a collegiate structure because they believe that schools can be run on democratic votes and division of labour, or simply on solid egalitarian grounds. But it is worth noting that by far the bulk of *The TES* postbag since Coventry has favoured more differential rewards for senior staff, for all the reasons rehearsed above.

Mr Baker is now presumably choosing between three courses of action: to eat his words and accept the deal as it stands; to throw it away and impose his own; or to build on it by pulling off some new negotiating coup. Differentials and class size must be the areas to probe.

Of these the third course seems most likely and desirable if a lasting peace in the schools is to be on the cards. To impose a deal with his own pay structure would be an empty victory without the goodwill and cooperation that are even more essential to good management and quality than career ladders here.

The parents like his proposals, but they fear the results of an imposed settlement, and so do his own supporters in the shires. There is still much to be had for a compromise.

COMMENT

Brent before the backlash

For the sake of the children in their schools, as well as their own political survival, it is to be hoped that the Labour leaders in Brent council have taken note of Monday's speeches by Mr Nicholas Ridley and Mr Norman Tebbit.

Certainly Mr Neil Kinnock, Mr Giles Radice, and Labour's local government spokesman, Dr John Cunningham, have realized that the antics of Brent, and a handful of other Labour local authorities, are guaranteed to provide the likes of Mr Tebbit and Mr Ridley with much-needed ammunition in the run-up to a general election. Ammunition that the two Conservative politicians used effectively on Monday in their respective broadcasts against "the loony Left".

No doubt Mr Ron Anderson, the chairman of Brent education committee would say that electoral calculation should have nothing to do with devising policies on race. It is difficult to see, however, how helping to lose Labour the next election will help him reach his objective of racial justice in Brent.

Mr Anderson says (page 14) that it is the intention of his committee to change the attitudes of teachers in its employ. Yet he must understand that attitudes cannot be changed overnight nor can they be changed by dictat.

Mr Anderson's central theme is that black children under-achieve because, deep in their psyche, many teachers hold racist stereotypes of non-white people. That being the case, the job of his education committee should be to work with teachers, not against them, to promote good practice. There is nothing, for example, intrinsically wrong with the authority's plan to use Section 11 money to appoint teachers with special responsibility for the curriculum. But it was, quite simply, stupid to try to impose them without first securing the agreement of the teaching force.

Likewise, it was ludicrous to suspend Maureen McGoldrick, a teacher known for her anti-racist views, on the flimsiest of evidence. Such behaviour breeds resentment and alienation. As Barry Huggill points out in his

analysis of what has gone wrong in Brent, a less confrontational authority would have dealt with such a minor misdeed more effectively – and peacefully – by personal discussion.

Admittedly, Brent NUT's relations with the local authority have often presented a far less rosy picture than Mr Poole now somewhat disingenuously claims, and the teachers' adamant refusal to cooperate with the Barrow inquiry torpedoed its efforts from the start. John Poole is nevertheless right when he says that it is essential to take teachers along with any policy initiative if it is to work.

To eradicate racism is a noble aim. To try to do it in the high-handed and insensitive manner of Brent Council can do nothing but polarize opinion.

The leaders of Brent Council have little time for Mr Reg Fresson, the "de-selected" MP for Brent East, but they should heed his warning that if they are not careful their policies could lead to the racial violence and tension that they are so keen to avoid.

Just enough, just in time

The news that the Government is slightly easing the financial pressure on the Open University (page 3) must be welcomed. The OU has now faced six years of increasingly desperate economies. Some of them have led to sensible efficiency measures, but others have resulted in a sad reduction both in the number of students admitted, and in the level of support they could be offered.

The new money is a very belated recognition of the enormous resources the university provides for low-cost higher education and sophisticated packages for continuing education. More and more local authorities are now using OU in-service materials, for management education, subject work, special needs, and general strategies for school and curriculum development.

It seems only common sense for the Government to encourage the OU to develop materials to help update and upgrade teaching in the shortage subjects of mathematics, physics and technology.

The proposed increase in undergraduate numbers is also welcome, and the balance of two-thirds of the new places for maths, science and technology is reasonable. It certainly won't be difficult to fill the places – this year, once again, the demand for courses broke all records.

The fact remains that the Government's previously stingy and grudging attitude to the OU has meant that it could not develop its full potential for educating people that ordinary universities and adult education services do not reach. The new government money is just enough, just in time.

A nation of Philistines

This week saw the simultaneous unveiling of the Government's annual Arts Council grant and of a uniquely personal report on the British Council's cultural activities by Dr Richard Hoggart. Sir Claus Moser, chairman of the Royal Opera House, was moved by the former to make a comment which might stand for a substantial section of the latter: through our parsimony towards the arts we are in danger of becoming a nation of Philistines.

Well, he would say that, wouldn't he? The arts lobby's perennial propensity to peddle worn-out clichés of that sort tends to provoke the feared response: the general public greets the annual cries of crisis-in-the-arts with about as much interest as it does the daily weather reports, and who can blame it, when so much of the existing money is so palpably mis-spent?

On the other hand, though this year's Arts Council grant is not as low as had been feared it is still pretty miserable, and the arts' mistletoe bland self-justifications are pretty pathetic. It is no answer to expect local authorities to take up the slack left by the Government, and not much consolation to hard-pressed shoe-string budgets to reassure them that the British Library will be getting the millions it needs. Mr Richard Luce did not seem to be over-burdened with suitable qualifications for the job of arts dignitary and his record in office, unlike Lord Gower's, has so far been predictably mediocre.



Richard Hoggart's report has coined a phrase which will doubtless echo down the years: the political establishment tends to see the arts as "cultural polyfills to a crumbling economy". He makes an eloquent plea for the arts to be cherished and propagated for themselves, not merely in order to oil the wheels of commerce.

For a man who has campaigned so splendidly and for so long on behalf of education, Hoggart wrong-foots himself strangely in one part of his report. Noting the fact that arts lag behind education in much of the Council's overseas spending, he calls for the balance to be redressed. "ELT", Exchange of Persons, and Books and Information" are only "mechanisms for communication" he says, adding that it is odd that they should outstrip "the subject itself" ("the arts and culture").

Space precludes the philosophical argument which might have rebutted the good doctor here, but readers may fill it in. Visit an emerging African country and you will quite likely see how crucial – politically and economically – the linguistic and educational assistance is – sponsored by a British Council which has penny-pinching forced upon it.

no comment

"Hardenfush remembers... During the week all pupils in the school paid tribute to those who died during assemblies and class." School report from Wilshire free school.

Second opinion

English without fears?

Mr Kenneth Baker may be not to "frighten our pupils" about his inquiry into the teaching of English language, but the Secretary of State has certainly frightened numbers of teachers and examiners.

His offer of the chair to Mr Murdoch did not help, as rumoured replacement, Mr Randolph Quirk, whose knowledge about language is far greater than anyone's, is an outsider in terms of his knowledge about teaching.

Moreover, if there are to be having a distinguished and chairman, there are also risks, particularly where there is likely to be inquiry's conclusions. One of the den problems of the Bullock may have been that its chairman did not know enough about schools to realize that its plans were both sketchy and impractical.

There are a number of reasons why an inquiry is not the best way of dealing with the problems raised by the shortage of reliable evidence of the effectiveness of the range of available approaches to language development and the consequent demand of the debate by opinion.

English from 5 to 16 is itself an example of this phenomenon, and an open secret that it reflected the social views of one inspector and provided endless headaches for colleagues.

The selection of the Bullock committee itself, according to a Department of Education source, manipulated by a senior official to produce a body which was out of sympathy with the purpose for which it was set up, and the exercise, despite the acknowledged merits of some of the report, was manifestly unsuccessful.

Yes Prime Minister's Sir Humphrey Appleby would no doubt have been discreetly proud of the tactics, but this is surely no way to run a professional public service. How, one wonders, will Mr Baker be able to keep a straight face on his inquiry?

Closely allied to the problem of evidence is the question of method and language and its development, studied in a variety of disciplines, by specialists in any given area rarely aware of work elsewhere.

As a result, insights of such value as Vygotzky – for whom, incidentally, the study of grammar was "fundamental to intelligent development" – are often discounted by specialists in linguistics, while other relevant work such as Jessie Reid's *Breakthrough in Action*, has not been considered by other specialists who have devoted their time to any evidence of the effectiveness of grammatical study.

Professor David Crystal's account, in *Linguistic Encounters*, of the state of linguistic research suggests that the hopes of its providing practical solutions to problems, expressed as early as the Newbolt report in 1921 and reflected in recent appointments to HMI, are still some way from realization.

As the committee is almost certainly to include representatives of all these schools of thought, the chairman can expect a most difficult task, and Mr Baker might have done better to commission some detailed and impartial research. Having chosen to enquire, he should ensure that it is the strongest and most experienced professional representation and the most practically-minded chairman to lead it.

John Reid is tutor-in-charge of Colchester Institute's reading and language centre.

IN BRIEF

OU cash will boost intake

The Government has given the Open University an extra £4.8 million in grant, spread over the next three years.

£1.5 million will be used to develop in-service training packages for teachers in mathematics, physics and technology. The rest will partly go to expanding student numbers by 2,000 a year over the next three years, putting the annual intake up to 24,000. Two-thirds of the extra students will have to take courses in mathematics, science and technology.

Dr John Horlock, the OU's vice-chancellor, said that the university was encouraged by the extra funds, and very pleased that it could take more students. At present 24,000 a year were being turned away.

Speech care case

A case to decide whether local education authorities are legally responsible for the provision of speech therapy resumed in the High Court this week and was expected to last three days. The case, brought by the parents of a nine-year-old speech-impaired boy, Alan Wallace, against Oxfordshire County Council, was adjourned in September.

Student grants

A strong hint that, if elected, a Labour Government would be forced to introduce loans for student grants or raise parents' contributions came from the chairman of the inquiry into student grants last week.

Mr George Walden, higher education minister, said: "No government whatever their political complexion will spend more than is already being spent." His comments were based on initial information to the inquiry.

Apartheid ban

A black South African student has been unable to take up a place at Keele University because the South African Government is refusing him a passport. Mr Makantse Jacob Hlophe was offered a Keele South African scholarship for a course in chemistry and biochemistry.

The scheme was set up in 1965 to help South Africans denied higher education in their homeland for racial or religious reasons. A spokesman at the South African embassy in London said this week that the matter was in the hands of the Department of Internal Affairs in Pretoria.

HE numbers grow

The number of full-time students in higher education is expected to increase by up to 24,000 by the end of the decade, according to new Department of Education and Science projections. These predict the figure will rise from 578,000 in 1985 to between 603,000 and 602,000 in 1989-90, largely because of an increase in mature students.

Mugford hearing

Miss Julie Mugford, former girlfriend of multiple murderer Mr Jeremy Bamber, has been suspended from her job as a student teacher with the Inner London Education Authority at Tide-mill primary school, Deptford. The move follows the recent trial at Chelmsford Crown Court, during which she admitted to being present while Bamber committed a break-in, and to smoking marijuana. A disciplinary hearing is expected to be held soon.

New chief

Mr Rosemary Nicholson is to be the new chair of the ILEA finance committee following the sudden resignation of Mr Steve Bundred. Ms Nicholson is a former chair of social services in the London Borough of Islington and until recently was a press officer with the London Borough of Haringey.

NEWS



A Magnum opus hails prize books

Magnus Magnusson (second from left), who won the first-ever *TES* Information Book Award 15 years ago, announced this year's winners.

With him (left to right) are: Adam Hart-Davis, who won *The TES* Schoolbook Award for *Scientific Eye*, published by Bell and Hyman; Terry Jennings, who won the Junior *TES* Information Book Award for *The Young Geographer Investigates Polar Regions*, published by Oxford University Press; and Peter Connolly, whose archaeological book, *The Legend of Odysseus* – also published by Oxford University Press – won the senior award. All received £500.

Confidential report for Labour sees dangers in 'creative accounting'

Warning of l.e.a. debt finance crisis

by Barry Huggill

Several local education authorities have huge financial problems because of "creative accounting" in the last few years, says a confidential report prepared for the Labour Party.

The document, from the Local Government Information Unit, does not blame the l.e.a.s for protecting their spending programmes in the face of Government cuts and spending restrictions.

Councils are not mentioned by name in the report, which is now under consideration by Labour Party officials, but it is understood that Liverpool, Manchester, Sheffield and the Inner London Education Authority face a particularly severe crisis.

But "hung" Hampshire, traditionally Conservative until this year's local government elections, is an authority which has used "deferred purchase agreements" to help finance its school reorganization measures.

In effect, deferred purchase agreements allow councils to hide the extent of their spending – and thus avoid Government spending restrictions – by the expedient of borrowing money from banks and finance houses, which is repaid over a period of years.

Liverpool is the most accomplished exponent of municipalities' "creative accounting", having borrowed millions in the past two years from both Swiss and Japanese banks.

The obvious problem, emphasised by the LGIU report, is that – like all hire purchase agreements – the money eventually has to be repaid. The unit

PE provision declines

by Bert Lodge

Many teachers who used to help with school sports fixtures have not resumed the voluntary duties this term, a major survey shows. An enormous decline in provision emerges from the Secondary Heads Association study, disclosed by its sport spokesman, Mr Keith Smith, at this week's annual conference of the Central Council for Physical Recreation.

The association says the survey, which covered all 4,000 secondaries in England and Wales, "gives us great cause for concern." It shows a large decrease in both weekend and after-school fixtures. While industrial action by teachers during the pay dispute accounted for most of this, "on nearly half of the local authorities there has been no significant improvement this term."

Other findings were that: Only one in five pupils have the option to swim as part of their school curriculum; Only about one half of the 104 education authorities have any published policy recognizing the value of PE, and even fewer have ensured that their schools have the minimum area of useable playing fields laid down by the Department of Education and Science; Only about a half of authorities put money aside to improve the drainage of playing fields to make them usable.

Mr Smith, the chairman of the SHA working party on physical education and head of Aylesbury Grammar School, told the conference that a change from the emphasis on team games was a factor in the decline of fixtures in half the schools. In two-thirds, Saturday jobs for pupils had made a noticeable difference, and in about a half financial restraints had also been significant.

Kent rejects discounts

Conservative-controlled Kent education authority has put a book publishing company on its blacklist following a row over discount rates.

Teachers needing books from A&C Black – one of the largest publishers of multicultural and music textbooks – must pay 10 per cent more and order them individually since the l.e.a. refuses to stock central supplies.

But the embargo has had no effect on the volume of sales to schools in the county, said Mr David Gadsby, the company's joint managing director.

A spokeswoman for the l.e.a. said that if teachers wanted specific materials from A&C Black, they were directed to "similar" texts stocked centrally. Talks will take place to try and settle the dispute next month.

The Library Association is to publish a leaflet aimed at councillors in an attempt to curb growing political interference in the selection of public and school library books.

The leaflet, which is to be sent to all UK public library authorities early next year, will stress the importance of keeping the service impartial.

Noddy, Biggles and Ronald Dahl's *Charlie and the Chocolate Factory* are among children's books that have come under particular scrutiny from the Left for evidence of sexism and racism. The Right have been more concerned with sexual and homosexual explicitness.

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PLATFORM



Nottingham negotiators (from left to right) Peter Smith, AMMA, Ivor Widdison, CLEA, and Doug McAvoy, NUT... they did not appreciate Kenneth Baker's draconian threats

I am not sure whether it would be appropriate to compare the negotiators at Nottingham with Robin Hood and his Merry Men, but I have no doubt that many present would have cast Kenneth Baker in the role of the Sheriff of Nottingham. His intervention the previous week overhanging the whole of the ensuing week's negotiations and even threatened to hijack them.

Nobody should have been altogether surprised at the Secretary of State's move. It had been signalled long before and was based upon dissatisfaction with the Coventry agreement combined with a desire to sweep away Burnham. It therefore formed part of a trilogy of legislative moves; first you take power to impose appraisal, then you repeal the Remuneration of Teachers Act and replace it with a creature of your own making; finally you impose a salary and a contractual scheme of your own.

Virtually everybody present at Nottingham and in London condemned the intervention except those who had invited it. My own organization, when it was clear beyond doubt that Kenneth Baker was going to intervene, publicly urged him to stick to general principles and not to be too prescriptive.

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PAT is the most rapidly growing teachers' union in the United Kingdom. Its membership increased by 12,000 in 1985. In 1986, there has been a further increase in membership of several thousands.

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David Hart looks at the consequences for unions and employers of Kenneth Baker's intervention in the pay talks, and concludes that their roles will never be the same again

Wind of change

Others accused him of direct interference in the negotiations and of acting unbecomingly by threatening to ride rough-shod over employers and teachers alike. Many of these allegations have some substance but realism has never been conspicuous by its presence in the teachers' pay negotiations and the purpose of this article is to look at the situation we are faced with, not what it should ideally be.

The role of the Secretary of State in pay negotiations has long been the subject of controversy. The employers tore up the concordat on the voting patterns on their side in 1985, thus in theory diminishing the influence of the Government. The teachers' organizations during the post-Coventry discussions on new negotiating machinery could not agree among themselves about the role of the Government. Some believed that it should not only have a role but be seen to be openly speaking via its representative.

The fact remains, of course, that the Government does provide well over 40 per cent of the appropriate resources and consequently must be entitled to have an appropriate say in how that money is spent. I believe very strongly that the draconian threats from Kenneth Baker represent overkill in terms of proper expression of that influence but we really ought not to be too amazed that he acted in this manner. The reasons lie partly as a consequence of the changes wrought since the departure of Sir Keith Joseph, partly as a result of the chronic inability of both the salaries and the conditions of service negotiating machinery to produce effective answers.

Since Sir Keith's departure, the Government has sought to capture the high ground in the education debate, mostly for election reasons. The production of a package which appealed to the senior members of the profession and to the parents and public alike was an obvious ploy. It neatly capitalized on the enormous volume of criticism which followed the Coventry deal.

So far as Burnham is concerned, its death has been forecast many times but we now have a Secretary of State who appears to be willing to do what his predecessors dithered over - namely to abolish Burnham. This committee has demonstrably failed to deliver in many ways, but its constitution has long been unable to cope with the various sections of the profession. My own association's policy of seeking a separate committee for heads and deputies leads quite directly from the continual practice of submerging the needs of a very important minority to the demands of the majority.

This, then, is the background to Kenneth Baker's intervention and the consequences - let alone the high stakes that all sides are playing for - are quite enormous. Those consequences

The Secretary of State appears willing to do what his predecessors dithered over - namely to abolish Burnham

are many and varied and for the unions they are potentially disastrous. They can be summarized as follows: 1 The abolition of Burnham and its replacement by new review machinery will totally change their role. Even if the Secretary of State accepts the conditions of service element of this latest settlement it must be on the basis that he will proceed to reject the new negotiating machinery designed to bring together salaries and conditions of service. He would then set up a review mechanism to which the unions would not submit. It would be a thing of the past.

It is a matter for judgement as to whether such a machinery would benefit teachers more than direct negotiation with employers, but the power generated by industrial action would

be greatly diminished, as it would anyway as a result of the creation of the new contract. This would result in a loss of influence on the part of the more trade union-orientated organizations, and all teacher unions would have to place much more emphasis upon political persuasion, propaganda and campaigning.

2 The very intervention of Kenneth Baker demonstrated the ability of central government to appeal to teachers and to the public over the heads of the unions. I have no doubt that his tactics did backfire to a certain extent, but it reminded unions not just of the power of central government but also of the implications that this has for other potential initiatives.

It was made easier by the total inability of the teachers' side to agree to the shape of new negotiating machinery until most of them were forced to do so by the stark reality of the alternative proposed by the Secretary of State.

3 This intervention followed the Education Act 1986, which has driven a coach and horses through the existing balance of power between local authorities, governors, heads and teaching staff. The appetite of the Government has been whetted and, if it is returned at the next election, we will probably see even more revolutionary moves in the direction of changes in responsibilities at school level.

All this was, and will be, achieved in consultation with teacher unions, but those same unions will have no opportunity to negotiate these fundamental changes, to their members' conditions of service in the widest sense.

For the employers, the implications are perhaps even worse. It is undoubtedly undemocratic to interfere in negotiations between employer and employee, until you remember that the Government does provide a substantial proportion of the resources for salaries and conditions of service and that the Secretary of State does have significant responsibilities

under the 1944 Act. If the Government wishes to accept the new machinery sets up a review body or commission, will be an unmitigated disaster for the government. A very real danger will have been taken away at a stroke and local authorities will become virtually powerless in the negotiating arena, save where conditions of service can still be negotiated at local or maybe national level.

2 Kenneth Baker may be thwarted in his attempt to impose a new pay and salaries and conditions of service but because of his fear that he cannot force unwilling local authorities to take action over breaches of the new contracts, let alone put pressure on teachers to abide by such contracts. I have no doubt, however, that the Government is returned at the next election it will move to reduce the authority power even further, and devolve more power to the schools. It is not the job of this article to debate that issue, but even if intervention by the Secretary of State fails over pay and conditions of service, it is clear that he or his successor will return to the attack on other issues.

The intervention of the Secretary of State has brought about a change in the attitudes of many people, not least those who spent a week negotiating at Nottingham and in London. It certainly forced some to sign the concordat as a less undesirable alternative to central government imposition, despite the fact that they themselves many of their members in the process undoubtedly demonstrated the blatant political force can still be exercised by a Secretary of State despite many assertions to the contrary. Above all, it heralds a potential new role for unions and employers and one which threatens their existence as we now know them.

Is this the price we have to pay for years of inadequate negotiation and inability to hammer out a service on salaries, conditions of service and allied issues? It is ironic that in the majority of the unions were forced to settle for a deal which was very few teachers and that the changes of being able to negotiate salaries improvements on the latest pay will depend on whether Kenneth Baker imposes his own solution. It is crucially dependent on whether or not the new machinery proposed by this Government.

David Hart is general secretary of the National Association of Head Teachers.

DIARY

Covert converts

These lone campaigners - how they got away at it year after year, refusing to be discouraged, refusing to falter. One such is Mr Arthur Lord of Nan King's Farm, Chipping, near Preston, whose last letter to The TES was accompanied by this politely phrased reproach: "I have sent this letter by recorded delivery because I have written several times in past years on this subject and my letters have not been published." His hobby horse is the way an "unknown number" of primary schools (as they have now all become), founded voluntarily perhaps as far back as the 17th century, have been quietly converted, into Church schools when they were really nothing of the kind. In 1944, the Education Act allowed them to become foundation governors to be nominated by the parish church. The new instruments of government dated last year prescribe for all the foundation governors "being followers of the Christian faith to be appointed by the trustees of the church". Such schools were never founded for anything to do with the Christian faith, argues Mr Lord. And anyway, he asks, what exactly are the minimum requirements for a follower? "Church attendance once a year? How about Unitarians and Quakers? Would the Bishop of Durham qualify?"

Although alarming, the figures tell only a small part of the story. They do not record the non-attendance of children from homeless families and recent research suggests this is a major problem. Nor do they include homeless families who have become "lost" as they move from hotel to hotel, borough to borough.

Schools in Paddington, Bayswater, Camden, Westminster and Kings Cross are coming under the most strain. The ILEA confirms that primary schools in these areas need another 1,000 places to accommodate children not on the register.

According to an "urgent" ILEA report entitled *Homeless Families: the implications for Education*, there are now more than 4,000 families in these boroughs living in bed and breakfast accommodation. This is an increase of 25 per cent since June 1985.

Hidden persuaders

A Euro-as event, the three-day People and Technology Conference and Exhibition, sponsored by the Manpower Services Commission and the European Economic Community, will be held next week in the new Queen Elizabeth II conference centre at Westminster. The promotional materials included a letter to 2,000 members of the Confederation of British Industry, urging them to attend, from Mr Geoffrey Holland, the director of the MSC. Another plug was a press launch to which selected journalists were invited to meet the guest of honour, none other than Mr MSC himself. Unfortunately a confidential progress report circulating among the PR executives suggested the event somehow got included with one hack's invitation. It records this as a little entry: "After several unsuccessful attempts to secure a speaker for a press launch, Mr Geoffrey Holland has agreed to attend."

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NEWS

Howard Sharron and Ian Nash report that increasing homelessness is causing chaos for pupils and the Inner London Education Authority

Bed and breakfast families swamp capital's schools

Pressures could leave children in the cold

Many London schools will soon have to disregard the rights of parents to choose a school in order to meet the rapidly increasing demand for "bed and breakfast" families moving into the capital to find work.

Pressures on schools trying to respond to the needs of the unemployed are made worse by the steady influx of pupils from outer London since the 1980 Education Act increased parental choice.

Demand for places has also increased since a general rise in the child population, said Mr Gwyn Robins, a divisional education officer for the Inner London Education Authority.

Schools have postponed an impending crisis in provision only because the ILEA repeatedly resisted pressures to sell off surplus accommodation in the late 1970s and early 1980s when pupil numbers were in decline, he said.

The problems have also created a bureaucratic nightmare for staff responsible for reconfiguring money from central government and the outer London boroughs who have pupils in ILEA schools.

Last year's income for one division alone, covering the boroughs of Camden and Westminster, was increased by more than £250,000 simply by improving monitoring procedures.

The two boroughs have upwards of 1,000 pupils from unemployed families in temporary hotel accommodation on their rolls. They reconfigured between them £13.4 million - one-third of the £40 million claimed by the ILEA last year.



Lucky for some: youngsters receiving education through the Methodist charity, the Homeless Families Project, in Finsbury Park.

even afford the bus fares for a full week, he said.

Mr Michael Marland, the head-teacher of Westminster community school, produced the report on the educational effects of homelessness after visiting the rooms of all homeless pupils in his school. It was, he says, one of the most shocking experiences of his life.

"In terms of overcrowding, lack of facilities and absence of any communal family life the environment for young children is absolutely awful."

Mr Marland cites cases of families with three and four children living in a single room no more than 20 feet by nine feet. One room he visited had only a double bed and a shower. The family had been there for two years.

He says: "A disrupted schooling is a major feature in most of the children's lives. Families have little or no support to make sure children do not lose out on their schooling."

"Most of the families had more pressing problems and a child's schooling... just had to take second place," he adds.

ILEA admits that its central London schools can no longer absorb the rising numbers of homeless children. Even trying to locate families before they become "statelists" is phenomenally difficult because of constant movement and language barriers.

But the main problem, according to ILEA, starts with the original boroughs where too few council houses are available because of Government expenditure cuts.



Clap netted the choir and orchestra of St Augustine's Roman Catholic comprehensive school, Blackburn, Lancashire, performed their new musical, *African Jig*, for the first time in front of enthusiastic audiences at London's Barbican Concert Hall. The musical was written by the head of music at the school, Peter Rose, and by another teacher, Ann Conlan.

It was commissioned by the World Wildlife Fund and tells of an African woman living in the country whose male relations have left to work in the city.

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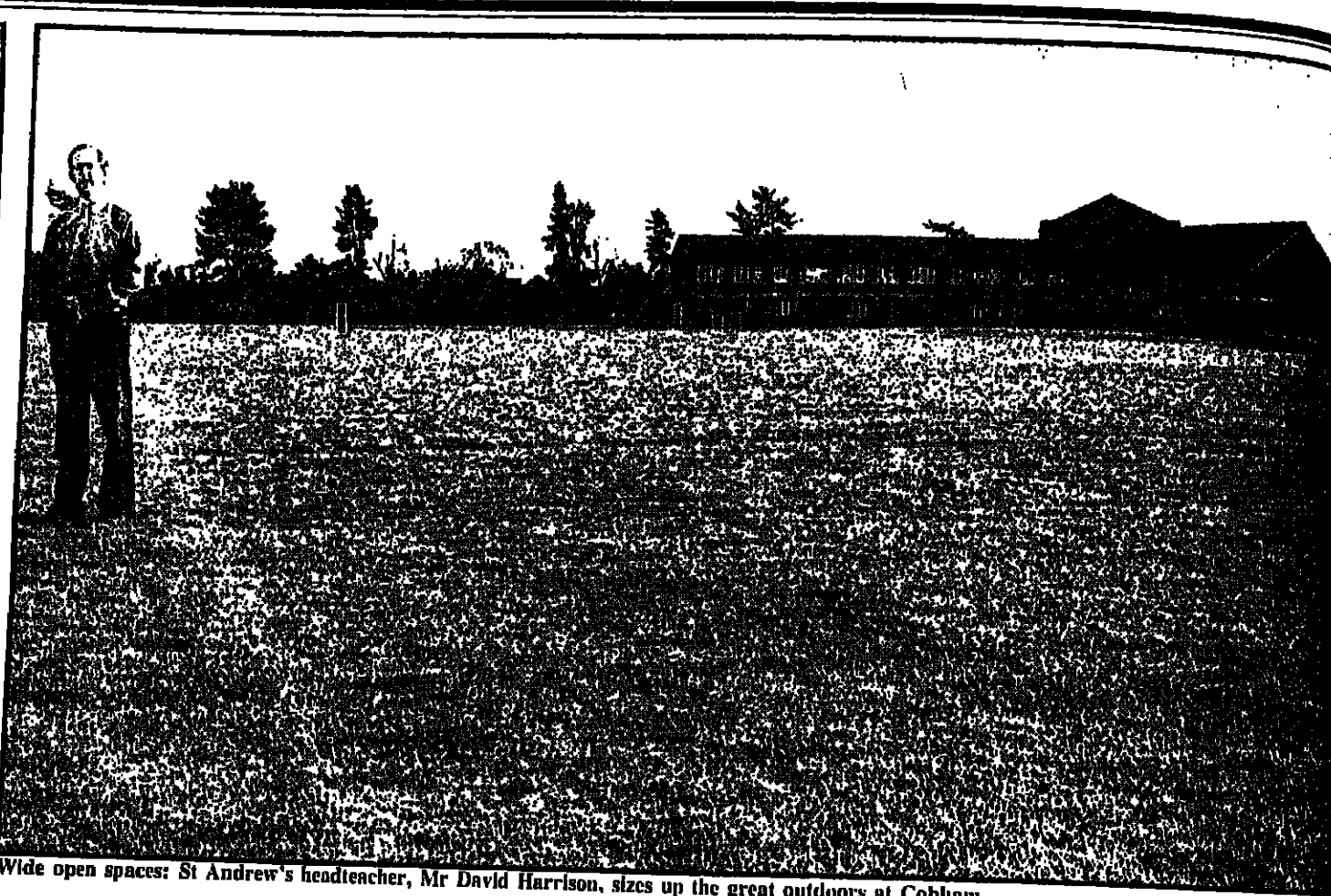
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Arm forces: science in action



Wide open spaces: St Andrew's headteacher, Mr David Harrison, sizes up the great outdoors at Cobham

Redundant secondary grounds and buildings have provided a 22-acre paradise for a neighbouring middle school. Sue Surkes reports

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Schools reorganization often provokes hostility and upheaval, but for pupils at St Andrew's C of E middle school in Cobham, Surrey, it has brought 22 acres of land, an outdoor swimming pool and surplus classrooms.

They moved from the building that had been home to the school for 125 years to the site of the former St Andrew's secondary school when the latter was combined with two other comprehensives on a site in Esher.

"We have moved from a postage stamp into the lap of luxury," said Mr David Harrison, the headteacher. "You name it, we've got it."

The facilities are impressive by average middle school standards. There are specialist rooms for art, craft and home economics. The 22 acres of grass, given to the people of Cobham for education and recreation by a landowner in the 1930s, include pitches for football, cricket and an athletics track.

The facilities were put to good use during a two-week hands-on science programme that involved half of the school's 200 children and finished last week.

Pupils learned about levers, pulleys, slopes, wheels and screws, designing their own charts and working models. Abigail Greves, aged 10, produced a simple but ingenious version of an Archimedes' screw to pump water uphill. Where better to try it out than in the outdoor swimming pool?

"At the other school, we could have experimented in the sink, but it would

have been more difficult," Abigail said.

Not that the screw made life so "Last time it took us 15½ minutes to get a litre jug full," Abigail's friend Naomi Cherrett, said.

Under the watchful eyes of staff, other children took advantage of the workshop, using a large drill to make holes in a model aeroplane and Heath Robinson contraptions.

Imagination ran riot. One child designed a motorized tin-opener with a magnet on a pulley to lift the lid. Another produced a whirling dervish out of cardboard and coat hangers with a movable anchor and whole spilt. Where did he get the idea from? "I was watching Jaws on the television."

"The pupils have done similar projects before," Mr Harrison said. "The really significant thing is the fact that they have all this space."

But the luxury is on borrowed time. From next September, the middle school will be joined by children from Cobham first school, which is to close. Building extensions are likely, but some of the specialist rooms will be converted into classrooms.

And today, Mr Harrison expects the site and accommodation subcommittee of Surrey's education committee to discuss the future of the school's ground. Mr Harrison said it was feared some of the land would be sold off for property development.

"We have moved into the luxury suite," said Mr Harrison. "But it is not going to last."

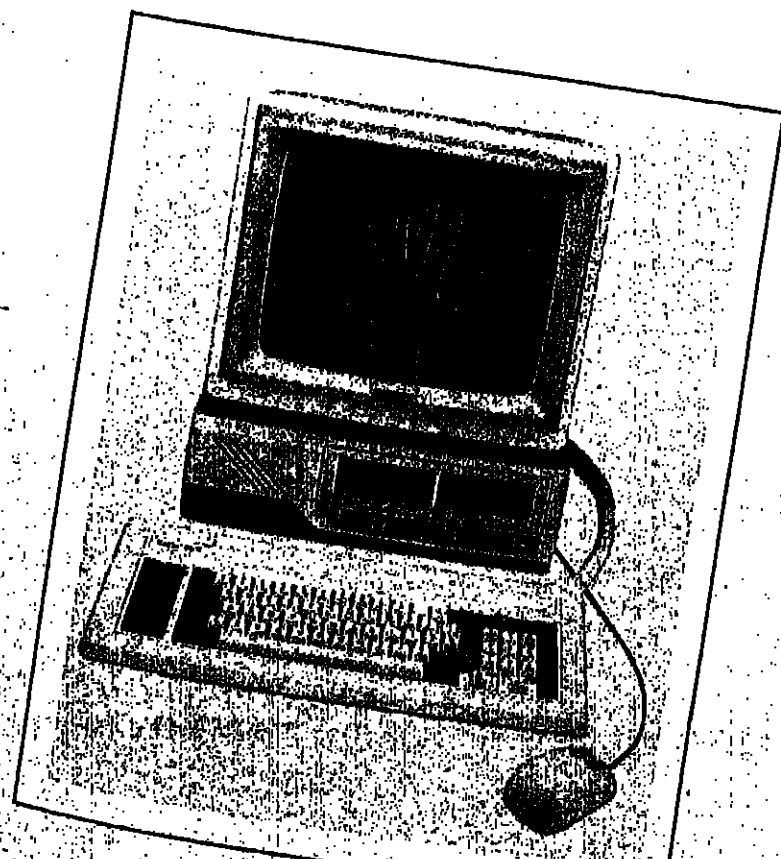


Pupils, please! Abigail Greves (right) starts to drain the pool

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Research finds poor grasp of fractions

by Ian Nash

Even secondary pupils of average academic ability may need substantial remedial help before tackling fractions in mathematics, research workers involved in the Secondary Mathematics Project argue.

Thirteen-year-olds often have a very limited understanding of fractions. Many refuse to accept them as numbers and employ a variety of strategies to avoid using them.

Problems start in primary school when children are given simplistic ideas based on picture illustrations. For example, when asked to define "three-quarters" they usually described a circle cut into four with three parts shaded in.

Not only is the use of pictures misleading, it also inhibits the development of other interpretations of a fraction, according to the research team from Bristol Polytechnic and Chelsea College, University of London.

Previous research suggested that children ignore "taught rules" and

follow their own "informal methods in mathematics". Indeed, this was largely the understanding behind recommendations in the 1982 Cockcroft report *Mathematics Counts*.

But the latest research into strategies and errors in the Secondary Mathematics Project suggests that where fractions are involved children use rote memory of previously learned techniques or half-remembered rules inappropriately applied.

Various ways of seeing a fraction include the idea of a "part of a whole", as illustrated by the shaded circle; the result of dividing a numerator by a denominator; or as a number in its own right.

Pupils repeatedly rejected the idea of a fraction as one number divided by another by appealing to general rules learned at primary school such as "four into three won't go" or "you always divide the larger number by the smaller".

However, most alarming, in the view of the researchers, was the reluctance

of teachers to acknowledge the idea of division. "More than half of them said they never made reference to it."

When asked what fractions were, only one in four pupils referred to numbers and then it was always in terms such as "broken-up numbers", "not quite whole numbers" and "split from numbers".

The rejection of the idea of fractions as numbers is reinforced by school practice. Graphs are plotted with whole numbers, algebraic equations have whole number solutions and work with number patterns invariably involves integers.

The report puts rather more emphasis than the Cockcroft report on the need for school-leavers to understand fractions.

It also advises teachers that average ability pupils in the 11 to 16 age group will continue to encounter fractions in the foreseeable future.

Cockcroft only made passing reference to the importance of fractions,

whereas the latest report gives much emphasis to the need at least to understand them as an extension to the number system which, for most people, is limited to whole numbers.

Remedial schemes devised from the research were tested and resulted in up to an estimated 36 per cent improvement in performance when solving problems.

But the researchers warn that the misconceptions were so deeply ingrained in some pupils that they were unable to adjust.

Classroom discussions on the interpretation of fractions should be encouraged, says the report, and more practical "sharing" activities should be devised to emphasize the idea of division in fractions. The use of calculators is also encouraged.

Fractions: Children's Strategies and Errors in the Secondary Mathematics Project by Daphne Kerslake, NFER-Nelson. £10.95.

Male-female salary gap remains wide

by Jeremy Sutcliffe

Male teachers earn 14.5 per cent more than their women colleagues on average and they continue to dominate the top jobs, according to new statistics published by the Department of Education and Science.

Men are five times as likely to become heads of secondary schools and they occupy more than half of the headships in primary schools - one though more than three out of four junior school teachers are women.

The same story is reflected in the Scale 3 and other posts. Twice as many women as men are on Scale 1. Women do, however, outnumber men as deputy heads in primary schools (11,146 women, 7,384 men).

Average pay in 1985 rose for £9,401 to £9,949. Women's salaries averaged £9,399, compared with men's £10,757.

The gap between men's and women's salaries was roughly the same in 1984, but narrower than in 1982 when men earned 15.4 per cent more on average.

Most teachers reach the average earnings level by their early 30s. Graduates under 25 in a secondary school earn an average of £6,968 (men) or £6,985 (women). By their early 30s graduates earn an average in secondary school £13,009 (men) or £11,311 (women).

Statistics of Education: Teachers in Service England and Wales, 1985 is available from Department of Education and Science, Elizabeth House, York Road, London SE1 7PH. Price £10.00.

Drug video prize

A half-hour drug education video for secondary schools, featuring the stars of the popular television series *Minder*, won a Gold Medal for the Central Office of Information at the New York International Film Festival. Seen by more than 5,000 schools in England and Wales, as part of the drug abuse teaching pack, *Double Take*, it was one of 1,232 entries from 16 countries.

Minder: A Little Bit of Glee and Take, is available free from CFI Vision, Chalfont Grove, Chalfont Cross, Buckinghamshire SL9 8TN.

Firms asked to back profiles

Employers have a crucial role to play in the development of records of achievement. Mr Bob Dunn, the junior education minister, said at the launch of the London Enterprise Agency Educational Trust (LENTA).

"It is crucial to the successful introduction of records of achievement that they are understood, respected and used throughout the country by those concerned both with the selection of young people for training and employment and with the planning of their further training and development," he said.

Mr Dunn told the trust - made up of representatives from the Inner London Education Authority, the Trades Union Congress and London business - that the Government's policy objective was to introduce "national arrangements by the end of the decade under which all pupils will leave schools with a record of achievement".

The Government is using the Education Support Grant to fund pilot schemes in Dorset, the East Midlands, Essex, LEA, Lancashire, Sussex, Wigan and Wales.



Sticks in: Mr David Hughes, head of Red Lodge School, Southampton, and a former captain of Somerset hockey team, tries out the "pitch" in the school's new £250,000 sports hall. The school, for children with moderate learning difficulties aged 12-16, took two years to raise £45,000 towards the project and received £5,000 from Hampshire County Council. The sports hall, which also includes facilities for five-a-side football, basketball and badminton, was opened by the actress Angela Thorne at a ceremony attended by a number of sports stars.

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Chinese pupils suffer through cultural ignorance

by Diane Spencer

Chinese children have largely been ignored by the education system, according to a review of research published this week.

In the third of four reviews commissioned by the Swann Committee, Monica Taylor concludes that schools have a vital role to play in promoting mutual understanding between British and Chinese communities.

Although there are 30,000 Chinese children in British schools, they rarely form more than 5 per cent of any mainstream school population. This, coupled with their quiet, hardworking image, has made them easy to ignore.

"The stereotype of the Chinese as inscrutable and isolated remains largely unquestioned."

Chinese parents have high expectations of their children and a respect for

education. But their views are seldom made known to teachers because of a poor command of English, long working hours and a tradition of non-interference.

Miss Taylor thinks that better home-school liaison with the help of Chinese teachers would improve mutual understanding.

Schools may be guilty of "covert institutional racism" as they ignore Chinese culture and language, she says. "They have failed to recruit Chinese teachers and teacher trainers have not provided an awareness of the interests of Chinese pupils."

Chinese Pupils in Britain, a review of research into the education of pupils of Chinese origin by Monica Taylor, NFER-Nelson, £23.00.

Bert Lodge reports from the Girls' Schools Association conference

Trivial GCSE papers 'an insult'

Some GCSE examination papers are so trivial that they are an insult to both pupils and teachers, Mrs Margaret Spurr, president of the Girls' Schools Association, told her conference in Oxfordshire last weekend.

Mrs Spurr, head of Bolton School, 250 girls' independent schools, welcomed the new examination in principle and would try to make it work. But she was deeply disappointed at specimen examination papers sent out by the Northern Examining Association.

One of the drama set texts was *City Sugar* by Stephen Pollakov. The exam paper extract was a conversation between two girls as one got ready for a date with the other, urging her to "look a bit sexy, get him excited... he'll probably give you a quick squeeze at your tits". The question asked: "How well is the relationship shown?"

Another specimen paper in music included words from a pop song: "You had your time, you had your power. You've yet to have your finest hour. Radio / All we hear is Radio ga-ga / Radio go-go / Radio ga-ga / Radio blip-blip".

Mrs Spurr, a former deputy head of a comprehensive, commented: "The thought of the young people of this country spending time on that is order

to study for examinations does not make me weak in the knees but it does make me wonder whether we are weak in the head to allow it."

She urged teachers to attend the subject committee meetings of examining boards and make their presence felt. When a group of music teachers wrote to some universities about such a syllabus the Cambridge Faculty Board had replied: "... this proposal is thoroughly retrogressive and, worst of all, shows complete scorn for the very children whose interests it purports to serve."

New research comparing levels of science attainment in GSA schools with those in coeducational and boys' schools showed that despite the alleged superiority of boys' schools in science it was the girls' schools which retained and encouraged the best scientists, Mrs Spurr said.

"The research, which will be published later this term, shows that girls' school pupils who do very well at science O level tend to carry on in a girls' school and subsequently take more A levels in science than if they had transferred to a boys' school."

Numbers of pupils in GSA schools continued to go up, Mrs Spurr said, despite the downward trend in the national secondary age population.

In the 1950s Sister Jean played for Scotland at lacrosse.



The first nun to be president of the Girls' Schools Association took office last Sunday. Sister Jean Sinclair is head of St Leonards-Mayfield, Sussex. Educated at Wycombe Abbey School and London University she entered the Society of the Holy Child Jesus in 1959.

A vice-chairman of the Conference of Catholic Secondary Schools, she has been on the GSA executive committee for the past three years and has been chairman of the association's education committee since 1984. The 500 girls at St Leonards are encouraged to work with voluntary bodies and Sister Jean has keen to see this expanded throughout the association.

In the 1950s Sister Jean played for Scotland at lacrosse.

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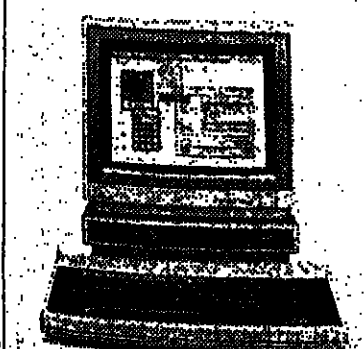
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PRIMARY



Toff luck: Nine-year-old Lee Dennard's reasons why he should be a VIP for a day convinced the judges in a letter-writing competition run by a DIY chain. Lee's first prize included a chauffeur-driven ride to his school, Merlyn primary, in the London borough of Bromley.

Closures plan for Liverpool

Labour councillors have proposed a radical reorganization of Liverpool primary education which could lead to 50 out of 238 infant and junior schools being shut and 27,000 places lost.

The city's annual birth rate has fallen from 17,000 in the 1960s to a mere 5,000 - but only a handful of schools had been closed during the period.

Ms Felicity Dowling, the deputy chairman of the education committee, says that lack of planning has led to a large proportion of unplanned mixed-age classes, a lack of stability for teachers, and two disastrous recent reports by HM Inspectors.

Full consultation with parents and teachers is to take place over the next two terms. It is then hoped to have concrete proposals ready by September next year so that the reorganization can take place in September 1988.

"If it is done wrong, reorganization could be dynamic," Ms Dowling said. "But if done right, it will help to raise educational standards in the city."

New inquiry 'irrelevant'

Mr Kenneth Baker's inquiry into the teaching of English was criticized as unnecessary and irrelevant at a conference in Oxford organized by the United Kingdom Reading Association and the National Association for Primary Education.

Mr Ron Arnold, HMI, who 10 years ago was secretary to the Bullock committee on teaching English, warned of the damage that would be done if an undefined "back to basics" approach, swept primary education.

Mrs Diana Hutchcroft, a retired primary teacher who sat on the Bullock committee, waved a copy of the Bullock report at the conference of 200 teachers and parents and said: "The future is to put Bullock into practice. All that we need is here already."

And Mr John Cae, formerly chief primary adviser for Oxfordshire, said that good teachers were still working hard to put Bullock into practice. It was a nonsense to have another committee to do it all over again.

Parents see small classes as top need

Parents have put smaller classes at the top of a list of improvements they wish to see in their children's primary schools.

In the first of four regional conferences organized by the National Association for Primary Education to find out what parents want from primary schools, approximately 110 parents met in Newcastle. Teachers were banned from the discussions and spent the day looking after participants' children.

The parents were divided into groups to discuss two questions: what they wanted from their child's primary education, and what they saw as their role in it.

The parents, who represented a cross-section of the city's schools from the deprived to the middle class said they felt that class size was important and that pupil-teacher ratio should be looked at again.

Parents also wanted schools to be better resourced in ways to equip children with technological skills they would need in the future.

Parent-teacher collaboration was

rated highly by participants. They asked for more school-based workshops for parents and for joint service courses to be run for teachers and parents. Parents should be supportive of the school's work, they said, but often found this difficult because of being intimidated by the school. They wanted open access to classrooms and views. They also suggested that parents should be involved at play-time and lunch-time.

A committee from NAPE recently met Mr Bob Dunn, education junior minister, and put to him that a not had arisen for joint parent-teacher courses. Mr Dunn is said to have reacted favourably to the suggestion.

Mrs Joan Lister, chairman of NAPE, said that the day had set a ball rolling in the direction of a parent-teacher partnership. A questionnaire based on the conference findings would be sent to all local NAPE branches and it was then hoped to have a comprehensive survey of what parents throughout the country thought about primary education.

Julia Hagedorn looks at how primary schools have tackled the subject of trade union studies during Industry Year

How PAT answers led to a balanced union view

Few - if any - primary schools have ever been able to boast a trade union general secretary, treasurer and secretary in their midst.

But children at Stocksfield Avenue primary school in Newcastle - who have earned praise from the Trades Union Congress for the way they tackled the issue of trade union studies - can.

It's all the more surprising, really, when you consider their teacher - Mrs Ene Gatenby - is a member of the Professional Association of Teachers, a union not affiliated to the TUC.

At Stocksfield Avenue, a class of 28 nine- and ten-year-olds formed their own union, the Class Two Ceramic Tile Union, or CTCTU, as part of the time-making industry they set up.

As well as the general secretary, treasurer and secretary, the CTCTU has a quality control team to ensure that the pottery made by the children is of a high standard.

She worked out at 2p per week per member and 50p per week for co-opted members like Mrs Gatenby. Among the rules were: "Everyone to wear a shirt to keep as clean and tidy as possible when working", "if anyone is poorly for more than one week give them a hedgehog" (the union mascot and used as a way of raising money by the children), and "everyone to receive a cash payment of between 60p and £1 on July 15, 1986".

The subject first cropped up when Mrs Gatenby's pupils were the only ones who did not get sent home because of union action during the teachers' pay dispute - because she was a member of PAT. It became part of an Industry Year exercise last term.

"Unfortunately," she said, "it seemed that, almost unwittingly, I had fostered a subjective approach to trade unions. The children just thought no idea of the vast amount of good work unions do."

Mrs Gatenby decided to discuss the more positive sides of unions and the children opted to form their own. They elected representatives in a secret ballot and decided, after much discussion, their own union rules. But, to Mrs Gatenby's surprise, they also decided unanimously on a no-strikes clause.

Mrs Gatenby thought it was time to invite a representative from the Transport and General Workers' Union. He introduced a typical industrial case study to the children, which they later acted out and recorded in a play.



Pupils learned that unions did more than demonstrate

Eventually, the children decided to moderate their views on strike action and settled for a "conscience" clause where it was left to the individual to decide whether to go on strike or not. Mrs Gatenby applauds that decision. She thinks that the children took a less extreme position and that the discussions had raised their level of consciousness. "I'm not saying that because I'm a member of PAT that I'm right. The children must be aware of their beliefs, otherwise it's like teaching Christianity without touching on comparative religion."

Mrs Gatenby is aware that she is entering a sensitive arena, particularly when teachers in her school from various unions were actually involved in industrial action. But, she says, she felt that trade unions were a part of the whole picture and could not be left out of a project on industry, particularly when the children had gathered such a one-sided view.

However, the role of trade unions has been largely ignored up until now by primary schools - even though they have participated in Industry Year. Mr John Longshaw, who has been seconded by Manchester Education Committee to look at the amount of trade union studies in schools and colleges, thinks that teachers and heads are afraid of the parents and governors moving in and saying that the teaching is biased.

"But," he says, "it is already biased if we teach only about large companies. And it is not indoctrination if it is linked to a whole project as just one part."

Mr Longshaw visited final year pupils at Chestwood primary school in Manchester to talk to them about trade unions as part of their project on industry and jobs in the area.

Many of the pupils' parents worked for the local bus company and were union members. He found that the children were mainly in favour of unions, pro-Scargill and anti-Governments. In many ways, he said, their ideas were a mirror image of those he found among much older pupils.

Mr Longshaw had nothing but praise for the children's interest in the subject. "They were superbly prepared and really interested. I enjoyed teaching them. They were excited by it and worked well in groups."

Mr Longshaw followed TUC guidelines which describe various activities to be carried out with children in groups.

Mr Cliff Atkinson, education liaison officer at Manchester's Urban Studies Centre, thinks that a number of primary schools would be interested in looking at trade unions, but one of the main difficulties is that the unions fight among themselves over what they should be taught. "And they end up doing nothing."

Ms Sarah Veale, assistant industrial relations at the TUC, agrees that the trade union contribution to schools is of the minute compared to that of the commercial companies. The TUC wanted to ensure that children were presented with a balanced view and that trade unions played a greater part, she said. "But we went to the disapproving of unions who went into schools to recruit members."

Mr Arthur Johnson, the TUC's north west region's education officer, agrees that trade union studies in the primary school - or in any school - can be a difficult area. But, he says, when objections are raised, they are usually overcome by discussions between education officers and union officials. "Our members go into schools as members of the community who happen to be trade unionists as well," he says. "They have a view to express and it can be used in a balanced way by schools."

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Advertisement

Prestel Education

Chris Knowles, Prestel's Education Manager, replies to some common criticisms of Prestel.

"It's expensive!"

Databases and communications for microcomputers do not come cheap. Neither do books, paper, computers, software and all the other materials and resources used in schools. A multi-volume encyclopedia is expensive and you can't update that easily! What matters is what you get for your money.

A subscription to Prestel Education for schools and teacher's centres costs £192 a year, including unlimited time on the system. Prestel is a whole school resource. It contains a wide body of information that can be used in several areas of the curriculum. Used effectively in the school library and classroom, as a source of information and a medium for learning certain subject and information skills, the cost of Prestel is not excessive.

"What about the telephone?"

Telephone calls cost money too. But you don't have to use Prestel on-line all the time. You can download information from Prestel, save it onto disc, and use it anywhere in the school without incurring telephone charges.

Calls to Prestel are now at local call rates for 99% of the country. Local calls are very much cheaper than trunk calls. A local call cost about £2.00 an hour at peak times in the morning and £1.50 at standard rate in the afternoon. If you make the micro home and use Prestel after 6pm or weekends the cost comes down to about 50p an hour.

If your school has recently received a modem from the DTI, you will find that using it for Prestel works out cheaper than using it to link directly with other schools in other parts of the country, or to dial up other "free" database host systems. It means you have to pay trunk call telephone charges.

"There's nothing useful on the database!"

If you are a computing teacher you may not be interested in the stock exchange or weather information. On the other hand, the Business Studies or Geography teacher may well be.

There are around 300,000 pages of information on Prestel. There are a number of specialist databases aimed just at Education and a broad variety of information aimed at the specialist and general user.

Prestel is a real world system. It is not a database of information contrived for children. If you have Prestel in school you don't have to make do with a simulation, but can show practical applications of Information Technology used

in a variety of industries. The child using Prestel in school is using the same system as, say, the professional travel agent in the high street. In using Prestel children gain first hand experience of a national information and communications system, and acquire skills that may be directly transferable to the workplace.

"There's not enough teacher training and support?"

There never is, which is why this year Prestel is concentrating on two programmes. Supporting LEAs running in-service courses on Prestel and video-tapes, and developing a range of materials to support teachers using Prestel in schools.

If you already have Prestel, look at the "Curriculum Masters" database on page 8884. This currently includes a guide to useful pages on Prestel for teaching Business Studies, Home Economics, Geography and Maths. Other subjects will be added over the next few months.

Printed materials, based on work done in the classroom by practising teachers, have been developed and are now on trial. Subjects covered so far include Maths, Chemistry, Business Studies and Study Skills.

It does take time to become familiar with the nature and content of Prestel and to become confident enough to use it with a class. Take your time. Once you become familiar with it you will have your own ideas about your syllabus and how Prestel could be used to enhance and extend the work.

"Masses of useless information?"

It all depends on who you are. Let's just run through some of the specialist educational databases on Prestel Education:

ECCTIS on Prestel Basic details of over 30,000 postgraduate, first degree and higher education courses at all Universities, Polytechnics and Colleges of Higher Education in the UK. Includes details of course vacancies in August and September. Provided through a link to the DES-funded ECCTIS database held on the Open University mainframe computer.

POLYTEL Guide to all first degree, HND and Dip HE courses at Polytechnics, including latest vacancy information. Updated daily in August and September. Provided by the Committee of Directors of Polytechnics.

Managing Prestel in School

Willy Farnworth, manager of the Prestel Education training project, provides some tips on how to make the most of your Prestel subscription.

If you are keen to get Prestel used in school, but are afraid of the phone bills, here are some strategies based on schools' experience.

See it centrally, fund it as a whole school resource. Think of it as a collection of electronic reference books.

Secure your ID and password regularly and only give it to people you trust. Some youngsters have modems at home. Change your password regularly, but make sure you tell anyone who needs to know that you've changed it.

How to keep the phone bill down

Check how much a local call really is - look at Prestel page 3836135.

Make a ready reckoner

Log the length of time on-line. 20 minutes in the afternoon costs about 50p. Always sign off Prestel properly and make sure the phone is disconnected when you've finished the call.

Convince staff that preparation pays off. If you are running in-service sessions in the school, try setting two groups the same task. One group goes on-line, while the other spends the time preparing.

Then swap over. (While the second group is on-line you can ask the first to do another task on feedback from educational children need to use Prestel efficiently). Compare the amount of information found by both groups in equal time. The result should encourage planned use by everyone!

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Prestel Education

Project Ideas

People often ask for ideas to get them started using Prestel. Judith Askey suggests some projects which may help you if you are thinking of using Prestel in the curriculum.

Run a Travel Agency

Children set up and run their own travel agency. Parents, friends or teachers are asked to telephone or write to the agency requesting information on holidays. Prestel serves as a source of information on countries, transport, health, foreign currency, visas etc. It also provides material which students can incorporate into a specialised travel database they have created themselves using "microviewdata" software.

Other resources can be used to complement Prestel. You can use the computer as a word processor to create booking forms, itineraries and flight tickets, and to write to customers. You can use printed materials like maps, brochures, magazines and books to supplement the information on Prestel.

By using Prestel for this project, you can give the children access to exactly the same system as that used by the professional travel agent in the high street.

Run a Weekly Paper
Create your own weekly electronic newspaper using "microviewdata" software. Prestel serves as an information service offering up-to-date news, weather reports, sports fixtures etc. It also provides background information on subjects such as health and fitness, farming, employment, house prices, foreign countries, travel, jokes and current affairs.

Buy a House

Find the information on Prestel on house prices. Compare average prices in two or more areas of Britain. Consider population mobility and urban development. British Rail timetables and scheduled coach services (also on Prestel) may have some relevance to urban development. Ask students to access Prestel for information where appropriate and allow them to print out pages. Use a highlighting pen to identify relevant data. Consider also information on Prestel on mortgages available through banks and building societies.

Buy a Car

Plan to buy a new or second-hand car using Prestel. Look at models, performance, running costs and insurance. Compare the advantages and disadvantages of using an electronic system like Prestel with the classified advertising section of the local paper.

Third World

Consider the development of tourism in third world countries. Compare the provision of information as well as the range of facilities available as holiday resorts. Use this as a basis of discussion and debate as an introduction into project work on the subject. Carry out the same comparison with centres in Britain and Europe.

Investigate the health requirements for visiting foreign countries and consider diet and health in these nations.



Bob Smith, librarian at Feltham School, Hounslow, with a group of children using Prestel in the school library.

Prestel links with Telecom Gold

Schools and other educational establishments subscribing to Prestel, British Telecom's public videotex service, will soon be able to receive - via Prestel - Telecom Gold, British Telecom's electronic mail system.

Access to the service is very simple. A single "gateway frame" on Prestel takes the user straight to the "input ID" entry point on Telecom Gold.

This move follows the creation of a new "gateway" link between the two services. The gateway was designed to improve the reception of Telecom Gold on videotex terminals. The link incorporates software which allows information sent on an 80 character per line, "scrolling" type terminal to be displayed on Prestel-style videotex pages of 40 characters per line.

The link is currently being tested and will be publicly available early next year. The service will be piloted by selected schools in the Spring term before being made generally available to all Prestel Education customers later in the year.

When accessing Telecom Gold, Prestel Education subscribers will pay their normal Prestel charges plus a premium for the use of Telecom Gold. The tariff to be charged has not yet been fixed, but will depend on estimated usage and on feedback from educational users during the pilot. The cost of the telephone calls when accessing Telecom Gold via Prestel will still be at local call telephone rates.

Chemistry head fined £500 for lab acid explosion

A science teacher has been fined £500 after an explosion during a school experiment resulted in 15 children being taken to hospital.

Mr Philip Purkis, for the Factory Inspectorate, told the court he believed this was the first prosecution of a teacher under the Health and Safety at Work Act, 1974.

Magistrates at Stockport, Cheshire, were told that no safety precautions were taken in the experiment for a class of 12 and 13-year-olds who were showered with sulphuric acid. None was seriously hurt.

Dr Stephen Parkes, 37, the teacher, admitted failing to take reasonable care to protect children attending a science lesson.

Magistrate Mr Archibald Whitesmith told Dr Parkes, of Storth Bank, Simmondsley, Glossop, Derbyshire: "The consequences could have been disastrous for some, if not all, the children involved."

"Parents are entitled to feel their children are safe while at school."

Mr Purkis said the incident happened at Kingsway lower school in Cheadle, Stockport, on July 2, 1986, where Parkes was head of chemistry.

Pupils were sprayed with acid after a flask exploded in an experiment to demonstrate the reduction of metal oxide.

Although plastic screens and protective spectacles were available at the school, Dr Parkes did not use them.

Mr Purkis said the sulphuric acid was used to produce hydrogen in the experiment.

"Many of the children received burns from droplets of acid on their arms and bodies," he told the court. "One of the children was cut by flying glass. The face of one child was only one foot away from the bottle of sulphuric acid."

Mr Purkis said 14 of the children were discharged after treatment. The other one stayed in hospital overnight.

Mr Purkis stressed: "The Factory Inspectorate has no wish to restrict the teaching of science by banning all experiments where there is an element of risk."

He said potentially dangerous experiments could be done safely if precautions were taken.

Mr Fred Ollier, defending, said: "At the time Dr Parkes carried the experiment out, he thought he was using the safest procedure. At a later stage of the experiment, he would have put the screens up and given spectacles out."

Mr Ollier said Dr Parkes, a teacher for seven years, had been reprimanded by his employers. "He has decided to no longer use experiments but only theory, so that this problem will not occur again."

College lecturers attack DES circular 'omissions'

The Department of Education and Science has failed to provide a coherent framework for the education of 16 to 19-year-olds in its draft circular on schools organization, says NATFHE, the college lecturers' union.

It accuses the DES of adding to the fragmentation of provision in the six years since the Macfarlane Report tacitly acknowledged the strength of the tertiary system.

The Manpower Services Commission has, to a considerable extent, taken the initiative away from the Department as a national planning body, says NATFHE in its response to the circular, *Providing for Quality*.

The union says: "The present draft circular makes little acknowledgement of these facts and does practically nothing to fill the policy vacuum at national level, which, in establishing the Macfarlane Committee seven years ago, the present Government recognized."

NATFHE argues that all education for 16 to 19-year-olds should be in tertiary colleges and points to "glaring omissions" in the circular - including the failure to take up the MSC promise of an acknowledged qualification for the Youth Training Scheme.

"The circular says more about 'rationalization' than 'planning for quality' and disregards the experience of further education with regard to part-time courses and open learning, the union claims.

Further criticisms include the failure to accept the economic effectiveness of further education colleges compared with most sixth forms, and the lack of acknowledgement of the role of the MSC.

The part the National Council for Vocational Qualifications plays was mentioned only obliquely and there was no hint of initiatives such as the city technology colleges which NATFHE strongly opposes.

Desperately seeking sensible ways to cope with cane ban

by Ian Nash

Hundreds of teachers have asked a child psychology centre for advice on classroom control since the Government decided to ban corporal punishment in schools.

So the National Association of Schoolmasters/Union of Women Teachers sponsored a two-day seminar at Birmingham University last week, aimed at changing staff attitudes.

Dr Kevin Weldall, from the university's centre for child study, said: "The phasing out of corporal punishment in our schools has been accompanied by renewed interest in seeking alternative, more positive methods of working with children in classrooms."

More than 10 years of research led him and his associate, Dr Frank Merrett, to conclude that it was teachers' attitudes - not pupils' behaviour - that needed attention.

Despite the furor over the possible abuse of the cane, seven out of 10 reported cases of misbehaviour were minor offences such as "talking out of turn or disturbing other pupils" and were not acts deserving corporal

punishment, Dr Weldall said.

"In our research on what we call 'positive teaching', we have concentrated on how teachers should behave in the classroom in order to bring about suitable conditions for effective and efficient learning to take place."

Staff were quick to highlight academic success and condemn bad social behaviour but they rarely "if ever" praised good social behaviour, he told the 30 teachers attending the seminar. "The accent should be on the positive, not the negative."

Further research at the centre revealed that pupils spent 20 to 25 per cent more time on the work to hand when teachers were more positively disposed to behaviour.

"In fairness, teachers know this, but their problem is like an attempt to lose weight. I am firmly convinced that I should lose weight, but changing my habits to achieve it is another matter," he said.

Dr Weldall also offers six-week in-service training packs for educational

psychologists and advisers to use in schools. The seminar was an experiment aimed at making the work more widely available to teachers.

The centre also offers a model dealing with particularly troublesome problems. "We have had hundreds of letters from teachers wanting to know more about it," he said.

Mr Fred Smithies, the general secretary of the NAS/UTW, said the union had long been concerned about the increasing number of violent and disruptive incidents which teachers faced.

"At the same time, local education authorities are phasing out corporal punishment without ensuring that teachers have adequate alternative ways of dealing with violent and disruptive pupils."

The NAS/UTW was pleased to sponsor a course giving teachers new ways of approaching problems. "It is up to teachers to do this themselves, but anything that helps to reduce the problem is to be welcomed."

Deaf-blind group in vaccine campaign

Sense, the national Deaf-blind and Rubella Association, has launched a Rubella Action Pack aimed at 10 to 14-year-olds.

The pack is part of a national campaign to get more schoolgirls vaccinated because rubella, it is feared, during pregnancy, can result in babies being born with multiple handicaps.

The action pack encourages role play, awareness exercises and workshops and includes worksheets, cartoons, illustrations and a classroom poster. There are sections on immunity, statistics and the welfare and education of deaf-blind children along with information on rubella for teachers and school nurses and special take-home components to encourage parental involvement.

Mr Rodney Clark, director of Sense, said he hoped the pack would lead more girls to get immunized long before they contemplated pregnancy. "It is a tragedy that children are still being born deaf-blind, physically or mentally handicapped when rubella is so easy to prevent."

The pack, price £4.95, is available from Sense, 311 Gray's Inn Road, London WC1X 8PT.



Winning words: Nicholas Cook was under-10s champion in the final of the Save the Children Junior Scrabble competition in South Kensington. Eighty-four children aged eight to 14 from Cambridgeshire, Essex, London and Kent reached the finals of the competition, which raised more than £15,000.

Special school threatened with physiotherapy cutback

by Sue Surkes

A London health authority is to halve the time spent by physiotherapists at a special school for handicapped children because they say there is a year-long waiting list for children elsewhere in the district and resources have to be spread more evenly.

But staff and parents at Thurlow Park school in London's Tulse Hill, where many of the 62 pupils suffer from spina bifida and cerebral palsy, claim: "Physiotherapy could mean the difference between mobility and a wheelchair for some children."

Mr John Barrow, the deputy headmaster, said: "From next Monday, Thurlow Park will receive 35 hours a week from visiting physiotherapists as against the current 75 hours from a school-based service. It is the only school in the district with such school-based sup-

port. The nearby Elm Court school for delicate children, which uses physiotherapists from Thurlow Park, is also likely to be affected."

Miss Bridget Davis, the district physiotherapist in Camberwell, South London, said there was demand from six other special schools other than Thurlow Park, as well as from mainstream schools and pre-school children in the community. Eighty children were on the waiting list. "If a mother had a handicapped child in this district, she would not get physiotherapy for a year."

"It's a question of spreading the resources we have more evenly, even accepting that that will not be enough."

Mr Charles Marshall, the unit general manager at Dulwich Hospital, who has been closely involved in the review

of physiotherapy, said he hoped some of the non-physiotherapy tasks being undertaken at present by therapists could be shared with non-qualified staff. "We hope to maintain a proper level of service at Thurlow Park although the physiotherapists will not be available as they have been in the past."

Mr Frank Bond, the headmaster at Thurlow Park, said parents, staff and children were dismayed at the cutback. Physiotherapists based at the school were able to discuss treatment with parents, staff and doctors day-to-day. That service would dramatically decline if therapists were available only for emergencies.

Mr Barrow said it was important that children elsewhere in the district received attention, but added: "We should they cream it off from us."

Oxford scientist James Fisher has some practical suggestions on how to staunch the flow of physics, maths and CDT teachers into industry. Report by Jeremy Sutcliffe

More of a haemorrhage than a brain drain

The fable of the little Dutch boy who saves his community from disaster by sticking his finger into the leaking dyke is primarily a tale of human fortitude. But it also has a modern moral, not only for dyke builders everywhere, but for the world of science and technology.

Mr James Fisher, co-ordinator of the Oxford Schools' Science and Technology Centre, believes he has, metaphorically, stepped into that little Dutch boy's shoes.

For Mr Fisher, the "dyke" is the whole fabric of scientific and technological knowledge which has been built up over many decades in Britain's schools and universities.

The problem is that, following years of neglect and under-investment, the whole wealth-creating structure is becoming ramshackle and liable to be washed away by the next tide.

Nowhere is the problem greater than in Mr Fisher's specialist area, the recruitment of science and CDT teachers for schools. The shortage of teachers in these subjects has already set alarm bells ringing throughout the land.

The latest expression of this concern is the conference to be held on Monday at the Royal Institution in London. Organized by the Committee of Vice-Chancellors and Principals, with help from the polytechnics and the Society of Education Officers, it will offer more than 40 institutions a platform to put across their ideas for meeting the teacher shortage crisis.

The event is, in part, higher education's response to the Government's 'In industry... there's no hassle, better pay, and the chance to do research'.

consultative document *Action on Teacher Supply in Mathematics, Physics and Technology*. But it will also give the nation's educators a chance for some tough talking with the education junior minister, Mr Bob Dunn, and the industry minister, Mr Geoffrey Pattie.

James Fisher will be there and he will not pull his punches. Since he became co-ordinator of the Oxford University-based centre two years ago, the staff shortage issue has continually diverted him from his brief, which is to share the university's scientific knowledge and resources with school-teachers. Instead he has had his finger in the dyke, trying to stem the flood of teachers leaving for jobs in industry.

"Let us be blunt. The reason we are short of teachers is that they are not being paid enough money," he said. "It is the law of supply and demand."

"But it is not just money. It is far more attractive to work in industry in many cases. There's no hassle, better pay, and the chance to work on whatever areas of research you want to."

With operating grants from the university and the local education authority totalling less than £3,000 a year, the centre's ability to plug the dam is a hopeless one.

Mr Fisher, however, will have plenty of positive proposals for the ministers on Monday. The way forward, he believes, should include steps to enable science teachers to do part-time research at their local university or polytechnic.

It will also include better in-service training for physics teachers (at the moment one in three teachers taking physics is not qualified in the subject, he says), and opening up universities outside term time for teachers training. The Oxford centre is considering setting up advanced night school classes for science teachers.



Recharging batteries: James Fisher (right) helps Tony Parker, of St Birlinus School, Didcot, to upgrade a BBC computer.

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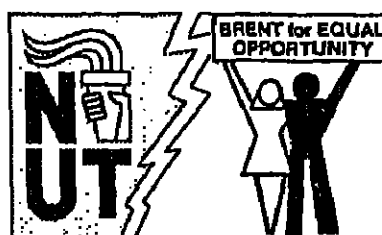
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SCHOOL TRAVEL SERVICE



Rotten borough or champion of racial equality?

Brent is not the sort of place where revolutions usually begin. Yet a cultural revolution is underway there, and, as all students of history know, revolutions cannot happen without casualties.

Maureen McGoldrick is one such casualty. A committed anti-racist who has dedicated the past 10 years of her life to improving the lot of children, black, brown, white and yellow, she has found herself at the centre of a national storm.

A slip of the tongue, a misunderstanding, words uttered under pressure, and she has found herself accused of racism – a capital offence in Brent.

The McGoldrick affair is now almost over and, with luck, she will be left alone at Sudbury school to get on with her job away from the glare of cameras and flashbulbs. Whatever the outcome of the High Court appeal, the council has promised that she will be neither sacked nor suspended.

The cultural revolution in Brent is about attitudes – how white people perceive blacks and how blacks respond to what many of them believe to be the deeply entrenched racism of most whites.

No one in Brent believes that Miss McGoldrick is a racist in the obvious sense of disliking black people because of their colour. But some do think that in her conversation with a junior council official she betrayed an essentially racist attitude.

Officers in Brent privately say that she was questioning the sense of the council allocating her another black teacher because she was worried that the teacher might not be suitable for the job. And such a worry stemmed from essentially racist misconceptions about black teachers, they say.

Miss McGoldrick denies that interpretation. But the important point, once one forgets the point and agitation caused her by the subsequent events, is that in practically any other authority than Brent, the matter would not have developed in the same confrontational way.

The "conventional" way of dealing

with the matter in most other Labour authorities would have been a discussion between Miss McGoldrick and the officer/politician responsible for race and equal opportunities policies.

If the claim that she had made a racist remark had been found to be true, she would probably have found herself enrolled on a racism awareness course, and a reprimand might have been delivered. She would not have been suspended, there would have been no strikes and no lurid horror stories in the tabloid press.

But in Brent they treat these matters in a very different way.

Mr Russell Proffitt, Brent's black head of race relations and the architect of the council's equal opportunities policies, is angry but undeterred by the bad publicity.

"It is interesting that the complaints against our race policies have come overwhelmingly from whites."

"What you have to understand is that black people suffer from the racist assumptions of white people every day of the week. But should they complain they are made to feel guilty about their concern for justice. That is just one example of the racist oppression that black people suffer continuously."

"Black parents visit a school and all the authority figures they see are white. Black pupils suffer a curriculum in which the life experiences of black children rarely figure."

"Black teachers suffer from the deeply entrenched views of many whites whether they be governors, parents, heads or other teachers. That's why we have language problems and that West Indians are lazy."

Mr Proffitt argues that the policies of Brent are those advocated in the Rampton and the Swann reports. He says that the council is upholding the Race Relations Act.

"Look, the Race Relations Act says that racial discrimination is illegal. Yet discrimination often stems from the views that people hold. Governors don't believe that Asians can control their classes so they pass them over for promotion. All we are doing is asking questions about our employees' attitudes. If we didn't do that we would be perpetuating racist practices."

"Asking questions" means that employees are expected to follow the authority's code of practice on equal opportunities policies – the Little Red Book as it is commonly known.

In turn, this means that would-be employees are questioned about their attitude to the council's equal opportunities policies. If they want to be employed, they must show "empathy, sensitivity and awareness" towards those policies.

"We have to ask these questions," explains Mr Proffitt. "We are protecting ourselves under the Race Relations Act."

He cannot see what the objection can be to what he considers a perfectly reasonable policy. But for many people, some of whom are Brent NUT members, it's a Big Brother policy – and a council more interested in what you say and think than in what you can do. That is the background to the oft-quoted comment by John Poole, the Brent NUT secretary, that "racism has become an all-embracing phobia in Brent" with teachers afraid to take "disciplinary action against a pupil for fear of being called a racist."

Mr Proffitt dismisses Mr Poole's allegation, but he accepts that you

Barry Hugill examines the background to the McGoldrick affair and other race-related issues which have led to a complete breakdown in relations between Brent Council's ruling Labour group and the NUT and turned Brent into a national political football



The Islamia School... won the backing of the town hall

cannot make an omelette without cracking the eggs.

"I have always assumed that racial equality could not be achieved without some conflict – without creative tension. The question for all of us is how do we go beyond paying lip-service to ideas of equality. It would seem that equal opportunities policies are fine – until you start trying to implement them."

Mr Ron Anderson, Brent's chairman of education, is, if anything, even blunter.

"We have a situation in Brent schools where 70 per cent of pupils are black, yet we have a curriculum developed over 40 years to meet the needs of white, middle-class children. We want to change the curriculum to meet the needs of black children, of working-class children and of girls. And we want to change the attitude of teachers."

'It is interesting that the complaints against our race policies have come overwhelmingly from whites'

And in that statement is contained the clue to all that has happened in Brent over recent months.

For Ron Anderson, Russell Proffitt and the Brent Labour majority are fighting a battle for the hearts and minds of Brent's employees: a battle fought out in an area with the largest number of black voters in the country and an increasingly active, and influential, band of black politicians.

And in that battle, as in all battles, people are going to get hurt. This was the sentiment of the black politicians at this year's Labour Party conference, who told *The TES* that they were "sorry" if Maureen McGoldrick was a victim of Brent's legitimate struggle to ensure a fair deal for black people – but that if she had to be a victim, so be it.



Russell Proffitt



Ron Anderson



Marie Amory

children in Brent.

It also reported that communication was lacking between teachers and parents, especially black parents, and that teachers and heads were not doing enough to stamp out racial bullying. The teacher boycott led inevitably to charges that the report was weak on methodology and based largely on anecdotal evidence.

But evidence that Brent's ethnic minority parents were unhappy with the education on offer to their children has been plentiful for many years.

From the mid-1970s onwards a number of "supplementary" black schools sprang up, as they did in other areas of London, where West Indian children received evening or weekend tuition in basic skills, often from black teachers, because it was believed their everyday schools were letting them down.

In the early 1980s, the first move was taken to open an Islamic school. Brent catering for the children of the 10,000-plus Muslim community.

The Islamia School is committed to providing a completely Islamic education for its pupils. At the moment it is funded by a trust fund and charges parents fees, although those who cannot pay are granted exemption. The shortfall in funds is made up by private donations. The former pop singer Cat Stevens, now known as Yusuf Islam, has given a large sum of money to the school.

There is clearly a demand from some Muslim parents for the type of education provided at Islamia and in response to that demand the council has not only adopted its equal opportunities, anti-racist policies, it has also given its backing to an application to the DES that the school be granted voluntary aided status.

At the same time as black and Asian parents were demanding changes in the schools, a significant number of younger blacks were becoming active in local politics – primarily, but not exclusively, in the Labour Party.

Brent now has 19 black councillors, 7 of whom are women, 18 of them Labour. One, Marie Amory, is leader of the council, the first black woman. Indeed the first black person, to hold such a post.

Mr Proffitt, himself a leading light in the campaign to have greater representation for black people in the Labour Party, says that this influx of talented black politicians into Brent council has heightened the expectation of the community that real change is on the way.

"Black people still question the council's commitment to get things done – we have to convince them that we mean what we say."

To explain, as some commentators have done, the policies of Brent simply in terms of electoral arithmetic is both cynical and wrong. Indeed, one partial, and almost certainly unhelpful, explanation of what appears to outsiders to be a remarkably inept and insensitive handling of the McGoldrick affair by the council is that they genuinely believe that what they have done, and are doing, is right. Only zealots, the argument goes, could act with such blindness to the future that they have caused.

Nevertheless, politics, and elections, are a factor in the equation. The demand of the black electorate for change was the reason why all parties, not just Labour, supported equal opportunities policies from 1980 onwards. It was a Conservative-controlled council that approved Mr Proffitt's initiative and the much maligned Little Red Book.

Both Mr Proffitt and Mr Anderson vow that they will not be knocked off course by the adverse criticism they have received. Both say that to change as some have done, that they do not care about white children or that they would not worry if there were an exodus of white teachers from the borough, is a lie.

Mr Anderson in particular, is undeterred by the media attack. "I think that what we are about in Brent is to give power to those groups who have never had it before. I can understand the panic in the white establishment in Government and Fleet Street. I am reassured by it because it shows that we are achieving something."

Bitter factional fighting in the red corner

The relationship between Brent Council's Labour leadership and the Brent Teachers' Association, the local branch of the NUT, is at an all-time low.

At present they are not on speaking terms – a consequence of the council's decision to suspend Miss Maureen McGoldrick, head of Sudbury infants school.

The differences between the Labour councillors and the NUT association are largely over the attitude and approach of the council but are also personal and political.

The borough's sectarian socialist politics are something of a mystery to most outsiders. But the rivalry undoubtedly stems partly from the fact that some local Labour leaders were influenced by the teachings of Leon Trotsky in the 1960s and 1970s.

There is no evidence that Trotskyists are active in Brent LP today but a legacy of that earlier influence is a distrust of anything remotely connected with the Communist Party.

For many years, Brent NUT was led

by Max Morris, a former national president of the union, who was at that time a prominent Communist. Although now a member of the Labour Party he still remains an influential figure in Brent NUT and is distrusted by some members of the Labour Party who remember him as an authoritarian figure. Supporters of Mr Morris still hold influential posts within the NUT association.

Although all elements of the Left in Brent are committed to eradicating racism they have important ideological differences over the best way of doing this.

In particular, those close to the Communist Party have often questioned the tactical wisdom of the aggressive anti-racist strategies devised by the council.

Their view, which is shared by others on the Left, is that the tactic can be counter-productive in that it "divides the working class" by alienating whites from blacks and serves to perpetuate racism, not eradicate it.

Ousted Labour member warns of 16-plus exodus

Mr Reg Freeson is no friend of Brent's Labour-controlled council. A traditional Labour left-winger, he is the MP for Brent East. But not for much longer, having lost his re-election fight with Mr Ken Livingstone, the former GLC leader, whose thinking is in line with current Labour Party orthodoxy in the borough.

Mr Freeson says that the tragedy of the McGoldrick affair is that it is turning attention away from the most important problem facing Brent's education service – the loss of confidence of many parents in the borough's schools and the need for radical tertiary reorganization.

By 1990, he says, the borough will have only 500 upper sixth-form pupils. This will represent a drop from 2,100 to 1,500 post-16 pupils in four years.

Rolls in Brent continue inexorably downward. And over 20 per cent of pupils at 11-plus opt not to attend a Brent secondary school. A significant number at 16 elect to take further education courses in other authorities. Within a few years Brent will be a net exporter of post-16 students, claims Mr Freeson. Soon it could be reduced to the role of paymaster for 16-plus education, rather than the provider, he says.



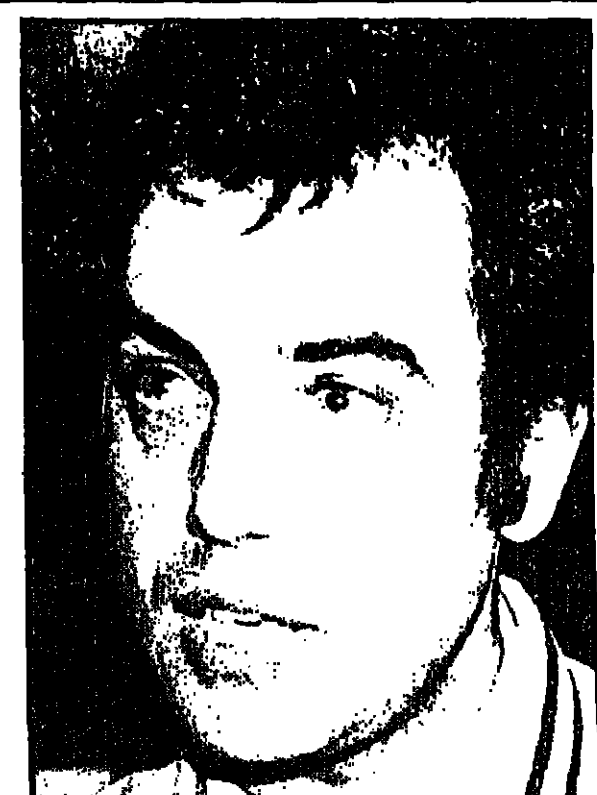
Mr Freeson: authoritarianism rules



Mr Freeson: authoritarianism rules



Ron Anderson: NUT has tried to thwart council



John Poole: no intentions of being an obedient lap-dog

Charge and counter-charge

Mr Ron Anderson, chairman of Brent education committee, says that the local NUT branch has systematically attempted to thwart the council's equal opportunities policies.

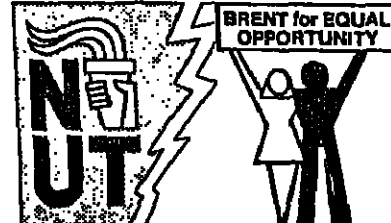
He accuses the NUT of:

- Blocking the appointment of multi-cultural advisers;
- Opposing the council's plan to use Home Office Section 11 money to appoint teachers responsible for devising anti-racist curriculum policies – but not putting forward any proposals of their own;
- Resisting ethnic monitoring of both pupils and teachers;
- Allowing Brent NUT to be used as a launching pad for union activists seeking a national role.

He adds that Brent has provided its teachers "in materialistic terms with all that they have ever wanted."

But Mr John Poole, the local NUT secretary, says that these charges are "ludicrous".

He denies that Brent NUT has ever had undue influence over the policies of



the local education authority. "All we have ever asked is to be consulted – surely they don't want obedient lap-dogs. Education has to be all about partnership."

John Poole emphasizes that until recently relationships between the authority and the union were good. "But now Ron Anderson is saying that he wants to rule by dictat. He wants to say 'This is the policy and if you don't like it get out', but you can't run an education service like that."

"The policy of Brent is to consult the community, not the teachers. We are excluded from all consultation but are

not teachers, heads and governors members of the community?"

Mr Poole says that as early as 1980 the NUT accepted the need for multi-cultural advisers. He denies that the union is opposed to ethnic monitoring. "We have recommended monitoring to our members. But trying to impose compulsory headcounts is the wrong way to go about it."

He also denies any attempt to disrupt initiatives funded by Section 11 money. "Of course we want the Section 11 money – all we are asking is that Brent consult us about how Section 11 posts should be used. As it is, the action of the council has led to the Home Office holding back the money and we could end up losing all of it and that would be a tragedy."

The authority, says Mr Poole, has the right policies but is going the wrong way about implementing them. "It is important to take teachers with you, but this authority acts on threats and intimidations."

Barry Hugill

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TEACHERS' PAY

TES staff analyse last week's Acas deal on teachers' pay and conditions and report on reaction to it. On page 18, we print the offer in full.

The political challenge facing Baker

Four of the teacher unions and their local authority employers were singing the praises of the drift agreement on pay and conditions as the Government began considering whether it should insist on its own package.

The Education Secretary was presented with a political challenge by the hard-won formula that emerged from the talks at Nottingham and the London headquarters of the conciliation service Acas.

He could either withdraw his demands for a multi-tiered structure designed to reward good teachers and claim credit for commitments on duties, cover for absent colleagues and appraisal, or tell the unions and local authorities to think again before he took steps to impose a solution.

Mr Baker seemed ready to take his time. Two of the six unions, the National Association of Schoolmasters/Union of Women Teachers and the National Association of Head Teachers were still refusing this week to join the agreement, and a third, the Professional Association of Teachers, was insisting on knowing how the new rank of principal teachers would be appointed and what their responsibilities would be before its representatives signed a redrafted document today.

At least two of the signatory unions, the National Union of Teachers and the Assistant Masters and Mistresses Association, are holding ballots before ratifying the decision of their negotiators.

Many teachers are worried that both pay and conditions may in the long-term depend on considerations such as house prices, general cost of living and availability of staff - Mr Nicholas Ridley, Education Secretary, has said that local authorities should be free to opt out of national pay deals. But reluctance to become involved in an overtly party-political battle with the Government is also widespread.

Mrs Thatcher seems determined not to sanction more than the £208 million already allowed for pay rises up to April 1988. This amount would cover the early costs of the Nottingham/Acas alternative, which provides for experienced classroom teachers, not seeking promotion, to earn over £15,000.

The teachers and employers are seeking a long-term Government commitment. New conditions could soon cost £150 million a year in extra teachers - and the bill is likely to be bigger with promises of more improvements when the number of graduates leaving teacher training has been stepped up.

Negotiators argue that reduced class-sizes, lighter teaching loads, more opportunities for children under five and proper cover arrangements will bring educational benefits that the Government would find it difficult to turn down. The employers say they are not in the business of bankrupting local authorities. Rates will already rise by 2.4 per cent to pay for the 54 per cent share of the bill local authorities must find even for the Baker package.

The cost of new conditions may not only spell further rate rises in comparatively well-off authorities but mean financial disaster for rate-capped



Striking attitudes: will union leaders such as (left to right) Fred Jarvis (NUT), Fred Smithies (NASUWT) and Peter Smith (AMMA) opt for industrial action or a 'hearts and minds' campaign if the Government imposes a pay and conditions settlement?

councils and the Inner London Education Authority, which gets no grant. The National Confederation of Parent-Teacher Associations has asked Mr Baker to support the negotiated deal.

Teachers have modified their threats of strikes following Mr Baker's intervention in the middle of the pay talks. Industrial action remains a possibility if legislation is used to enforce new pay and conditions but teachers are planning a "hearts and minds" campaign as their first counter.

The costs of the pay package agreed by employers and teachers gradually gets larger than the Government's because over the years more teachers will be able to reach higher pay ceilings. After five years, the addition to the pay bill of Nottingham/Acas will reach £3.6 billion, £300 million more than under the Government's scheme.

The real problems over money centre on the conditions. Plans to introduce a maximum class size of 33 from next September and new guarantees allowing teachers time out of the classroom during the timetable day by the following September would probably require an extra 6,300 teachers, employers have estimated.

6,900 staff needed to meet new class limits

by Julia Hagedorn

Another 6,900 teachers will be needed by 1990 if the maximum class size of 33 proposed at Nottingham is implemented.

Although new Department of Education and Science statistics reveal that just over 1,000 secondary school classes taught by one teacher have 31 pupils or more, it is the primary sector which would be affected most by the new ceiling.

Of the 146,695 primary classes in England and Wales, 18.4 per cent have more than 30 pupils and an estimated 2 per cent have 36 or more.

The Nottingham negotiators also proposed a reduction of class size to 20 by 1990. This policy would require an extra 6,200 teachers - 7,300 primary and 900 secondary - but is unlikely to

be adopted. Mr Ivor Widdison, principal administrative assistant at the Council of Local Education Authorities, said, however, that the figures disguised what went on in schools.

"It is usually perfectly acceptable for educational reasons to group children in different ways which is why we have related maximum class sizes," he said.

The wording of the agreement takes that contingency into account, however. "It also allows for one or two extra pupils to be added into a class."

"No time-tabled class shall be planned to exceed 33 pupils other than in emergencies," it says. But "this maximum may be exceeded so as to allow school year end to permit educationally desirable combinations of classes or

objections on structure and on salary levels we might have been able to view the question of unity more sympathetically," he said.

Yet the traditionally conservative Secondary Heads Association has sided with the other unions. Their annoyance with the NAHT is reflected in the decision of the teachers' side to replace Mr Hart as secretary of the soon-to-be-abolished Burnham Committee's teachers' panel.

The National Association of Schoolmasters/Union of Women Teachers was never expected to sign up with the other unions. The union refused to negotiate unless the Main Professional Grade ceiling was raised to £16,000 and it believes concessions on contract off then they are now.

The union's executive was meeting yesterday and was expected to authorize a ballot rubber-stamping its officers' stand. There may be limited industrial action, such as refusal to attend staff or parents' meetings, to register their continuing opposition to the Nottingham/Acas agreement.

The National Union of Teachers' executive has backed the agreement by 31 votes to six. The union is organizing

a special conference in Blackpool on Saturday, followed by a ballot of all members.

His negotiators settled for less than they counted on salary and without long-standing opposition to joint negotiations in exchange for pay and conditions on class-size, "free" periods for preparing lessons, and other commitments.

Many teachers regard cover as an unfair obligation but the NUT is arguing that the new arrangements one day in primary schools and two days in secondary schools - are better than those that existed in many parts of the country prior to the long-running pay dispute.

The union is promising staff aid against members who fail to back the agreement if it wins the support of the majority and Mr Baker funds the package. Mr Doug McAvoy said: "Otherwise our credibility as a negotiating union is nil. We have an agreement that provides a mechanism for making speedy advances over the coming years."

The executive of the Assistant Masters and Mistresses Association has voted 61-12 in favour of the Nottingham/Acas deal and a ballot of members is expected in the first week of December.

Mr Peter Smith, its deputy general secretary, said the teachers had proved they could negotiate rather than just talk at length with employers. "If we hadn't got this agreement, we would be effectively inviting the Secretary of State to impose his own set of conditions against a background of public bewilderment."

"The Secondary Heads Association says the employers met 'almost all our representations' on areas which worried them. Schools would now be easier to manage because duties were specified and a system of cover had been agreed."

Mr Peter Snape, the SHA general secretary, said his association wanted to stay in the same negotiating forum as other teachers. "We would prefer our members to be top of the professionals in the schools rather than at the bottom of the local authority administrative structure."

The association's council will get a final verdict on the package early in December.

The PAT gave other unions and employers a considerable boost when its negotiators were the first to announce formal support for the Nottingham/Acas agreement. The union had seemed prepared to see Mr Baker stop in.

Mr David Jones, PAT deputy general secretary, said the local authorities and teachers had moved closer to the structure Mr Baker wanted, by allowing more principal teachers, without lowering the cash on offer to those on the main grade. "It includes measures to ensure that children are not sent home... In our view the package is not irreconcilable with that of the Secretary of State."

James Meikle



Smaller classes can prove expensive

TEACHERS' PAY



Camera man: the NUT's deputy general secretary, Doug McAvoy (left), faces the media

Going to sit right down and spend our nights together

by James Meikle

A week may be a long time in politics but it is interminable in teachers' pay and conditions negotiations.

Only as talks entered the eighth day did those locked into the Byzantine maze of Nottingham hotels and Acas headquarters finally decide that this would be a test period.

The outcome was as muddled as most hardened observers have come to expect - although some optimists, perhaps bedazzled by lack of sleep, had hoped for a "full house" of six teacher unions accepting a package agreed only by the Labour and Alliance members of the employers' side.

In the end two unions accepted the accord, two signed up with reservations, and two refused to put pen to paper.

That there was agreement at all, let alone one that offered a political challenge to the Government, was a triumph for the determination of participants not to hand Mr Kenneth Baker, the Secretary of State, an easy excuse to impose his own settlement.

The employers' leader, Mr John Pearmann, helped keep the talks alive in public relations terms by asserting that a deal was imminent.

He risked resentment from the unions for "bullying". The teachers kept hearing of deadlines through the media and suspected Mr Pearmann of trying to rush them into signing in time for Labour politicians in the House of Commons to raise the prospect of agreement during the education debate last Thursday.

Mr Pearmann's buoyant mood was starting to deflate by Friday - a day on

which he had earlier suggested that he would not devote to more talking - and the press corps, stupefied by the proliferation of working groups, union consultations, plenary sessions and interviews with the talks' main supervisor, Sir John Wood, could think of nothing new to ask on the progress of negotiations.

Teachers themselves would argue that their contribution was as important. Last Saturday's 2pm finish was arguably the culmination of structure talks that started six years ago, of sustained bargaining and two years' industrial action, of the "historic" Heads of Agreement at Coventry in July and of meetings on detail that preceded the final slow-moving negotiations.

Mr Baker also had an impact. He may fairly claim he knocked teachers' heads together - even if they did not yield what he wanted.

Sir John Wood and his fellow "wise men", Mr Tony Peers and Mr Bill Kendall, who had taken a back seat after Coventry, had to adopt a driving role to maintain impetus in the negotiations.

Sir John was as near to anger as anyone could remember seeing him when all the employees' side except the National Union of Teachers called for an adjournment for bed soon after midnight on Wednesday.

This move followed 40 minutes of debate among the unions - an indication of the speed at which proceedings sometimes took place.

Their negotiators argued they needed to be fresh enough to think

clearly, Sir John was unimpressed and, according to one of those present, criticized the teachers for lack of professionalism.

Away from the negotiating table, most participants managed to keep their good humour, although there was one televised altercation in a Nottingham hotel lobby between Mr Nigel de Gruchy, of the National Association of Schoolmasters/Union of Women Teachers, and Mr Peter Dawson, of the Professional Association of Teachers.

In conversation and at press conferences, the language was colourful.

For example, Mr Pearmann remarked: "I have not yet discovered anybody who wants to pull the rug out and march away, because in pulling the rug out and marching away, we will pull the temple down."

Mr de Gruchy picked up the Biblical theme with a dramatic, if confused: "Why should we crucify ourselves and let Baker nail us to the cross?"

Mr Peter Smith, of the Assistant Masters and Mistresses Association, commented wryly: "These negotiations should have their own pension scheme."

And Mr Pearmann remarked, perhaps a little implausibly: "Some people thrive on the attention of the media, but I am looking forward to going back to Wakefield."

MPs left behind by the press gang

by Barry Hugill

As usual, the House of Commons has proved the last place to be in search of information on the progress of the teachers' pay talks.

The floor of the House that is. Within hours of Mr Baker telling members Monday morning papers, Mr Bernard Ingham, the Government's press spokesman, was revealing to lobby correspondents as much more important group than backbench MPs Mrs Thatcher's innermost thoughts on the subject - off the record, of course.

That Mr Baker did reveal to his press secretary was that the English language was the country's "greatest asset" but that many young people were unable to use it with any confidence. "I am sure that a fundamental change is needed," he said.

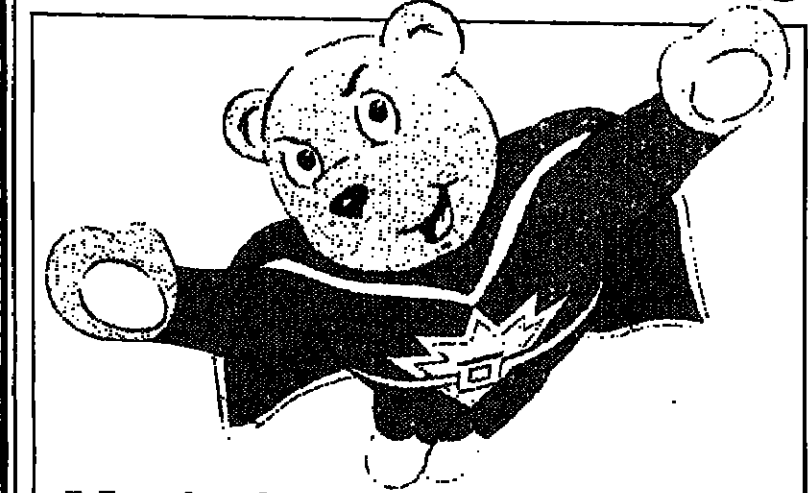
There is still a considerable gulf between the Government's proposals and the draft agreement between the unions and the employers. Mr Baker said on Monday. And there was no point in MPs going on at him. They

would have to "be patient" and wait for his next appearance at the dispatch box. In "due time" he would return to let them into the secret, he promised, or threatened.

Mr Ingham was more forthcoming with the press. The PM has made up her mind, he revealed. Not a penny more for teachers. They can take the Government offer or leave it.

This raises two interesting questions. Does Mrs Thatcher consult the Secretary of State before briefing Mr Ingham? And if she does, why does Mr Baker refuse to answer MPs' questions?

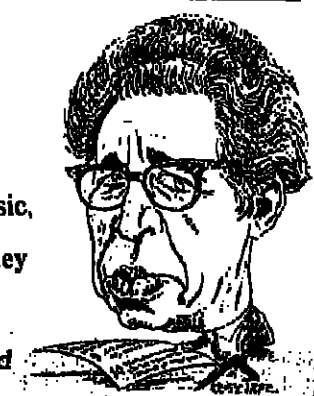
Perhaps the Prime Minister and the Education Secretary don't see eye to eye. All will be revealed in time. But probably not in the House of Commons.



Not in front of the children

Monday: These days Janet can't help Mum with the dishes, nor can John wash the car for Dad. Accused of passing on prejudice, writers are resorting to sexless, ageless characters like Super Ted. The Times looks at the way forward for children's books

... and regularly in The Times, Bernard Levin (right) on the way we live now, David Miller on sport, Kenneth Fleet on finance, Irving Wardle on the theatre, Geoffrey Smith on politics, Peter Ackroyd on books, Frank Johnson in Parliament, Paul Griffiths on music, Suzy Menkes on fashion, John Woodcock on cricket, Clifford Longley on the Church, Philip Howard on words, Jonathan Meades on eating out, David Robinson on the cinema, the humour of Miles Kingston... and much more to read each week



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LEADERSHIP 86

Congratulations to the following winners of the Leadership '86 competition, sponsored by F.W. Woolworth Plc, who will be going to Henley Management College on 27th November to be presented with their prize of an Outward Bound Course to be taken next Easter in Wales.

- Lloyd Maggs - Ecdington School, Sheffield
- Richard Hall - Balby Carr School, Doncaster
- Tracy Langlands - Lincoln Christ's Hospital, Lincoln
- Joanne Laundry - Hurworth Comprehensive School, Darlington
- Lee Welcoat - Glenrothes High School, Glenrothes
- Joanne Milne - St. Benet Biscop High School, Badlington
- Rashid Khan - Towneley High School, Burnley
- Helen Barnett - St. Bedes R.C. High School, Ormskirk
- Mark Little - Colonel Frank Seely School, Nottinghamshire
- Helen Gratton - Ecclesbourne School, Duffield
- Claire Wiles - Twyford C. of E. School, Acton, London
- Marvyn Hothel - Villiers High School, Southall
- Alison Pankhurst - Ramsden Girls School, Orpington
- Sarah Donnelly - St. Peter's & Marrow Grange School, Guildford
- Milton Andrew - Ashton Park School, Dunstable
- Kevin Pinnington - Todmorden High School, Lancs.
- Michelle Ryan - Bishop Henshaw School, Rochdale

Woolworths will be running a Leadership '87 competition next year and further details may be obtained by sending in the form below:

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Leadership 86 Woolworths contribution to INDUSTRY YEAR 1986

NEWS

The Acas agreement on working conditions

Duties

Basic contractual requirements Under the reasonable direction of the headteacher and the employing authority and in accordance with the limits set out elsewhere in this agreement, a teacher may be required to perform duties consistent with the following:

1 Plan and prepare lessons and courses, teach assigned classes and groups according to the educational needs of the pupil(s), set and mark work of the pupil(s) and assess, record and report on the development, progress and attainment of the pupil(s).

2 Promote the general progress and welfare of a class or group of pupils; provide initial guidance/counselling on educational, social and career matters and record and report on these matters and on the personal and social needs of pupils; liaise and consult with parents and outside agencies, and attend meetings arranged for these purposes.

3 Provide or contribute to oral or written assessments and report on individual pupils or groups of pupils.

4 Participate in the agreed formal performance appraisal scheme.

5 Review as necessary personal teaching methods and work programmes. Participate in arrangements for in-service training and professional development.

6 Advise and co-operate with colleagues on preparation and development of courses of study, teaching materials, team planning, teaching programmes, methods and pastoral arrangements.

7 Maintain good order and discipline among pupils and safeguard their health and safety when they are the

responsibility of the school.

8 Participate in staff meetings related to the administration, organization and curriculum of the school.

9 Cover for absent teachers when required by the headteacher in accordance with the provisions of this agreement.

10 Participate in arrangements for preparing, presenting and assessing pupils with regard to public examinations.

11 Contribute to the appointment, professional development and assessment of junior colleagues, including the induction of new entrants to teaching.

12 Co-ordinate the work of other teachers and undertake a defined role in the review, development and management of assigned curriculum, pastoral and organizational activities.

13 Carry out an appropriate share of administrative and organizational tasks related to the above duties including the supervision of teaching support staff, and ordering and allocating equipment and materials.

In addition, each teacher shall be given an individual job description. Voluntary activities "are greatly valued and should be regarded as part of the full professional role", but should not be taken as implied agreement to, or modification of "the individual contract".

Working time Teachers will be under the direction of the head for a maximum of 195 days a year, 190 when the school is in session and five days for school-related activities and in-service training.

There will be maximum class contact time of 23.5 hours a week. Another

five hours at most shall be used for attendance at assemblies, registration and supervision although a teacher will not be required to supervise at midday.

An average of four hours a week will also be available for staff and departmental meetings, parents meetings, curriculum development, appraisal and in-service training.

In addition to these formally controlled hours, teachers will be required to spend working time marking work and preparing lessons. "The headteacher shall ensure a proper balance for each teacher between the work carried out in school and elsewhere."

Workload A maximum class size of 33 to be implemented by September next year subject to the availability of sufficient suitably qualified teachers and of sufficient classroom space.

All secondary school teachers should have a minimum of five periods "teaching support time" by September 1988.

Primary school teachers should have the equivalent of five days a year teaching support time by September 1988 "subject to the availability of suitably qualified staff".

The agreement hopes for a maximum class limit of 30 in 1990 and says: "I.e.s. should not worsen smaller planned class sizes for children with special needs, in remedial classes, in infant and reception classes or in practical classes."

Cover Teachers within a primary school will be expected to cover for a colleague for the first day of absence except in cases where the absence was notified to the authority two days in advance and a covering teacher would either involve the combining of classes or the loss of teaching support time.

Secondary school teachers will be expected to provide cover for the first two days of an absence.

"When a supply teacher cannot be obtained in accordance with these arrangements, cover will be provided by a teacher within the school when required by the headteacher. This will ensure that no pupils are excluded from the school."

The head is expected to share the load of cover "equitably", and a teacher who has covered for more than three periods in a week shall "at a subsequent date when demands for supply cover have diminished" be entitled to have those extra periods restored to him or her.

"The implementation of these supply arrangements are dependent upon the availability of teachers in sufficient numbers and with suitable qualifications."

Entry grade teachers In the first year, they will teach for 90 per cent of the normal teaching load of a Main Professional Grade, rising to a normal teaching load, subject to release for induction help, in the second.

"Final assessment of a teacher's potential to progress to the main professional grade shall be based on the performance of full teaching duties."

The principle of lowering the first-year teaching load in the first year to 80 per cent, then to 70 per cent, depends on more primary teachers being available in the longer term.

Grade structure New entrants taking up first appointments after August 1 this year will be placed on an entry grade. They will transfer to the Main Professional Grade only when they are assessed to have satisfactorily completed two years' service.

At least 23 per cent of teachers paid on the new main professional scales 1 and 2 shall be classified Principal Teachers. Of these, at least 9.25 per cent shall be Principal Teacher 2 and 13.75 per cent Principal Teacher 1. These posts will be introduced from September 1.

Appraisal The agreement confirms that all teachers shall be subject to appraisal of performance although only in the case of entry grade teachers will it be

Proposed pay scales		Current		Baker offer (1/10/87)		Acas deal (1/9/87)	
				% change		% change	
Scales 1 and 2		6,423	7,600	18.3	10,386	61.7	10,386
		6,596	7,600	13.5	10,386	55.1	10,386
		6,810	7,600	10.1	10,386	50.5	10,386
		7,107	7,600	7.2	10,386	46.1	10,386
		7,302	7,600	4.7	10,386	42.2	10,386
		7,580	8,200	8.7	10,386	37.4	10,386
		7,824	8,500	8.6	10,386	32.7	10,386
		8,085	9,200	13.8	10,386	28.4	10,386
		8,364	9,200	10.0	10,386	24.2	10,386
		8,657	10,000	15.8	10,386	20.2	10,386
		8,910	10,000	12.2	10,386	16.6	10,386
		9,204	10,800	17.3	10,800	17.3	10,800
		9,501	10,800	13.7	11,216	18.1	11,216
		9,804	11,400	16.3	11,216	14.4	11,216
		10,170	11,400	12.1	11,216	14.4	11,216
		10,533	12,000	13.9	12,047	14.4	12,047
		10,986	12,700	15.6	12,482	13.4	12,482

Scale 3		Current		Baker offer (1/10/87)		Acas deal (1/9/87)	
				% change		% change	
		8,910	10,900	22.3	10,385	11,184	25.7
		9,204	11,700	27.1	10,800	11,578	32.6
		9,501	11,700	23.1	11,216	11,986	32.6
		9,804	12,300	25.6	11,216	11,986	32.6
		10,170	12,300	20.9	11,631	12,410	32.6
		10,533	12,900	22.5	12,047	12,826	32.6
		10,986	13,800	23.8	12,482	13,241	32.6
		11,349	13,800	20.8	12,877	13,656	32.6
		11,778	13,800	16.4	13,263	14,072	32.6
		12,201	13,800	12.3	13,656	14,487	32.6
		12,627	14,500	14.8	14,124	14,903	32.6

Scale 4		Current		Baker offer (1/10/87)		Acas deal (1/9/87)	
				% change		% change	
		10,533	14,800	40.5	12,047	12,826	14.8
		10,986	15,500	41.1	12,482	13,241	14.8
		11,349	15,500	35.8	12,877	13,656	14.8
		11,778	15,500	31.8	13,263	14,072	14.8
		12,201	15,500	27.0	13,656	14,487	14.8
		12,627	15,500	22.8	14,124	14,903	14.8
		13,053	15,500	18.7	14,539	15,318	14.8
		13,666	15,500	13.5	15,068	15,837	14.8
		14,151	15,500	10.2	15,508	16,277	14.8

Senior Teacher		Current		Baker offer (1/10/87)		Acas deal (1/9/87)	
				% change		% change	
		11,349	16,500	46.4	12,877	13,656	14.8
		11,778	16,500	40.1	13,263	14,072	14.8
		12,201	16,500	35.2	13,708	14,487	14.8
		12,627	16,500	30.7	14,124	14,903	14.8
		13,053	16,500	26.4	14,539	15,318	14.8
		13,666	16,500	20.8	15,068	15,837	14.8
		14,151	16,500	16.6	15,508	16,277	14.8
		14,638	16,500	12.2	15,958	16,727	14.8
		15,330	17,500	14.2	16,508	17,277	14.8

Headteachers		Current		Baker offer (1/10/87)		Acas deal (1/9/87)	
		(max)		% change		% change	
Group 1		12,195	15,550	27.1	15,100	32.0	15,100
2		12,675	16,000	26.2	16,600	31.9	16,600
3		13,203	16,500	24.9	17,150	29.9	17,150
4		14,175	17,000	19.9	17,860	25.5	17,860
5		15,243	17,750	16.4	18,450	21.0	18,450
6		16,238	18,000	10.4	19,450	18.6	19,450
7		17,148	20,000	16.8	20,500	18.6	20,500
8		18,279	21,250	18.2	21,800	17.9	21,800
9		19,587	22,750	15.2	23,100	17.9	23,100
10		20,786	24,250	16.8	24,400	17.6	24,400
11		22,332	26,000	16.4	26,000	16.4	26,000
12		23,700	27,750	17.1	27,750	17.1	27,750
13		24,803	29,000	16.5	29,000	16.5	29,000
14		26,259	30,800	18.2	30,800	18.2	30,800

The majority of teachers at present on Scale 3 or above can expect a Principal Teacher allowance from the Acas deal of either £779 or £2,077. FT1 indicates salary assuming a £779 allowance, whereas FT2 indicates a salary assuming a £2,077 allowance. The new pay scales also envisage a new two-year entry grade for new entrants to the profession. The scales would be £7,893 and £8,308.

regarded as a career hurdle which has to be cleared first.

Negotiating machinery There will be a national joint council to negotiate both pay and other conditions of service, with a legislative requirement obliging i.e.s. to implement salary scales agreed by the N.C. Other agreements will be made binding on teachers and i.e.s. through incorporation of national agreements into the contracts of individual teachers.

"The N.C. will include local authority representatives and representatives from the unions, currently on Burnham, although details will be agreed with the help of Acas. The Secretary of State will also have a role and consultations will be held on the nature of that role."

"The social priority allowance will no longer be paid from January 1, although existing recipients will have their allowance protected through assimilation."

Duration of agreement The agreement will start in April 1988. Salary review will start in April 1988.

Other issues will be reviewed in 1990 with a view to changes being implemented "in April 1991 and following years".

The agreement also states "in the course of subsequent negotiations, collective bargaining will take into account the objective of avoiding the deterioration of the salary levels now achieved."

Funding "This agreement entails progressive commitment of additional finance and teacher numbers from January 1 and beyond. Implementation of this agreement is therefore dependent on the Government providing adequate money in this year and thereafter for i.e.s. and in particular recognizing the special expenditure provision and commitment grant over and above the expenditure levels must be made in order to enable those i.e.s. to receive the block grant or subject to selective rate limitation under the Act 1984 to implement this agreement."

Ian Nash on the problems of pioneering GCSE modular science

Taking off into the harsh glare of scepticism

Many industrialists visiting a large comprehensive school were sceptical about the new GCSE science course, which is surprising since they had a personal hand in shaping the syllabus.

Some doubted whether the new 16-plus examinations did symbolize a permanent shift in the balance between educational and vocational education. Moreover, having argued so long for more say in the curriculum, suddenly they realized they would be culpable if the new system failed.

Their comments on the new GCSE varied from "I see it as an experiment" to "there is still too much content rather than skills training".

The occasion of their visit was an open day at Passmore's comprehensive school in Harlow, Essex, to launch the first GCSE modular science course approved by the Secondary Examination Council.

The headteacher, Mr Peter Jarman, agrees that there may still be too much curriculum content. "But it is no experiment." It is the culmination of four years' hard work, planning and budgeting industry and commerce, "even coherence by the requirements of the new GCSE".

Passmore's open day displayed a veritable treasure house of educational innovation. Successive rooms revealed teams of budding scientists, quality controllers, entrepreneurial airplane designers, forensic chemists and even a nucleus debate on noise abatement.

Eighteen groups, each consisting of 10 pupils, were guided by a teacher and supporting expert from industry, commerce or the community. Parents were keen to mix in, particularly when mixing cement for the building sciences.

The school offers fourth and fifth-year pupils a choice or combination of science modules - each lasting about half a term - and traditional subjects such as physics, chemistry and biology.

Courses designed for all-ability pupils grew from the initiatives of science and mathematics teachers. But when it came to final evaluation and design of the practical work, they wanted everyone involved from industry and commerce to the police and local fire brigade.

Even the Youth Training Scheme was drawn into the classroom. Miss Stacy Garey, a YTS trainee with East County Council environmental health department, spent the day monitoring work which demanded a high level of academic rigour.

"I never thought I would end up back in the classroom when I left school," she said. Not only was she in the classroom, however, but responsible for devising a range of work schemes from investigations of food poisoning to contamination tests on swimming pool water and the physics of noise.

And she was more impressed with what was on offer than with what she was given at school. "In environmental health, pupils learn problem-solving, reading, understanding, form-filling and questionnaires, science and gener-

al knowledge. They are happier in subjects where they can fiddle about."

But as Mrs Ruth Byrne, the head of science, said: "Fiddling about to a purpose results in quite sophisticated practical work."

Looked at superficially, Passmore's curriculum is an impressive response to the GCSE national criteria which dictate that at least 15 per cent of each course should assess "scientific and technological applications and associated environmental and economic implications".

In fact, said Mr Jarman, the initiative started four years ago when a working party largely of Scale 1 and 2 teachers at the school concluded that more involvement with industry and the community was urgently needed.

Developments came rapidly with involvement in the School Curriculum Industry Project, the Secondary School Curriculum Review and the reorganization of the school from a departmental to faculty structure with improved communications between departments. A series of initiatives followed, including equal opportunity days and mock interviews with local firms. "The interviews were so successful in polishing oral ability and better writing styles that they are now a permanent part of the English syllabus," Mr Jarman said.

Last year, the Passmore's Catering Company was hired by the Department of Trade and Industry to cover the national launch of the Mini-Enterprise in Schools Project, where it was hailed as a model for the scheme.

Commerce students have since become involved in the company book-keeping.

Module science came with GCSE demands to shift the emphasis from content, or learning a body of knowledge, to acquiring skills and understanding the process of learning.

More than 90 contacts in industry, commerce and the local community were alerted and eight out of 10 promised assistance in the new curriculum. Selected trial modules were started after Easter when the consultation exercise with industry began. Non-science staff got involved.

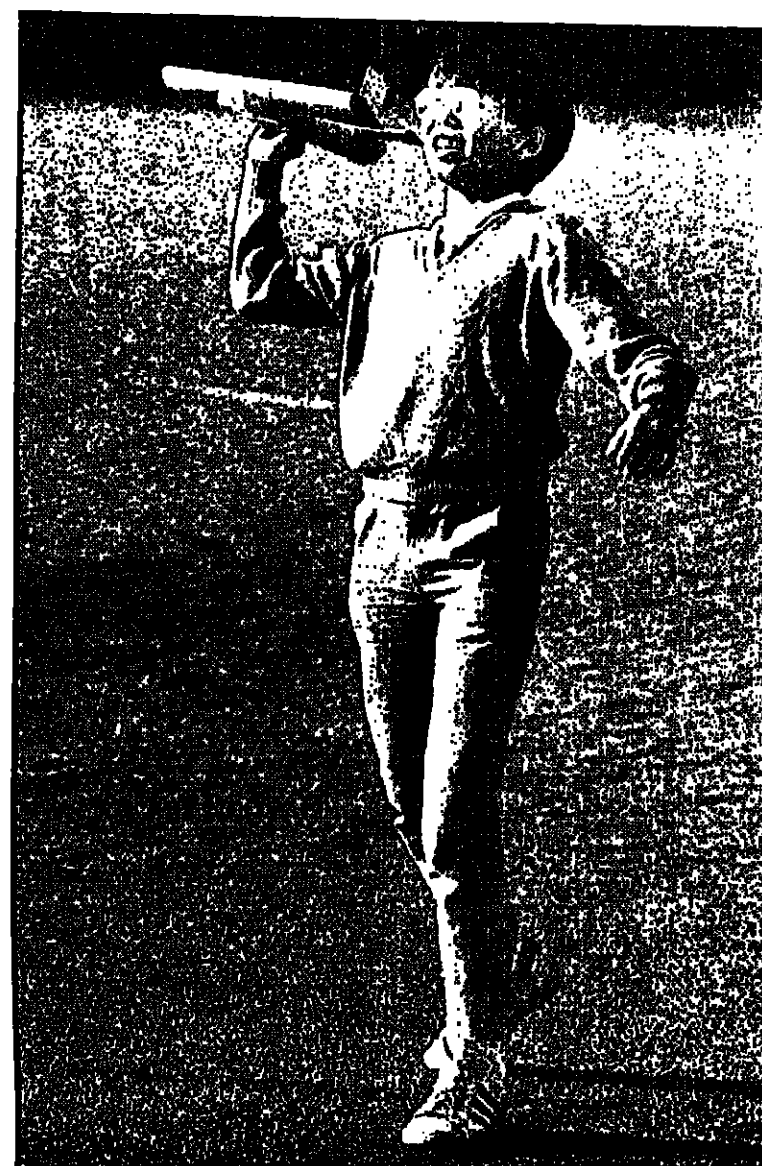
Mr Jarman admits he has seen similar initiatives flourish and founder in the late 1960s and 1970s with the combined science movement. "This time it is different. They failed because of the inadequate links with industry and the community and the lack of teacher training."

Three significant pressures exist. "First, pupils will vote with their feet," he said. Within certain guidelines they can negotiate their curriculum. Second, half the school staff are already moving in the new direction. Third, there are financial imperatives.

"Putting £1,000 into modular science means cuts elsewhere," he said. But staff have seen that if they come up with the course, he will come up with the money, somehow, by special pleading to the i.e.s., local companies or the community.

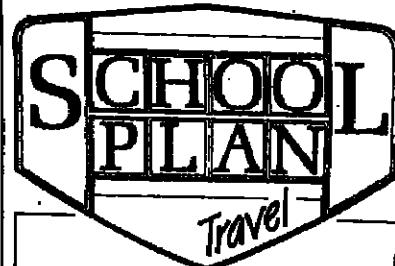
Scepticism among some industrial-

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The parents who would welcome disobedience

JAPAN

**Over-strict schools
stand accused of turning
pupils into robots. John
Greenlees reports**

Japanese parents want a ban on "excessive and unreasonable" school rules which are "moulding pupils into robot-like figures unable to act on their own initiative."

A 200-strong group in Okazaki City has produced a booklet outlining some of the more nit-picking regulations in force at their children's schools.

At junior high level, pupils must follow precise guidelines on what to wear, what route to take to school, how to behave in class, how to look after and clean the school, and when to do homework.

The parents also claim that some schools send teachers on late-evening spying missions to the family home to check that pupils are studying at the proper times.

The schools insist that such rules are necessary to maintain high standards



Clockwork-like efficiency: pupils follow precise guidelines while cleaning their school

of achievement, discipline and safety. They say that making pupils follow specific routes to school, for example, helps to reduce the number of road accidents, as drivers are more aware of where children will be walking and cycling.

But some educationists believe that too many rules do more harm than good and that children should be taught to be more independently-minded so that they are able to make sensible decisions for themselves.

Pupils lacking individual initiative, it

is argued, are often unable to cope with situations which arise unexpectedly. The higher number of child suicides, reported recently by the National Police Association, include several cases involving pupils unable to cope with seemingly trifling matters.

North to Alaska . . . in search of rich rewards

The average pay of teachers in American public schools has seen another sharp increase this year: up to \$25,313 (£17,460), from the 1985 figure of \$23,595 (£16,280). But the average conceals wide variations throughout the 50 states. Once again Alaska, which boasts a population of one per square mile, tops the list with annual salaries averaging \$41,480. At the bottom of the table, a teacher in South Dakota gets \$18,035 for doing the same job.

Alaska could fairly be considered a hardship posting, and the cost of living there is notoriously high. Some of the other top salaries reflect an element of "danger money", with Washington DC paying \$33,990, and New York \$30,678, in school systems with a high proportion of minority students.

The Civil War is long over, and there has been peaceful migration to the "sunshine belt". Nevertheless, it still pays better to teach in the north of the

UNITED STATES

**Bill Norris highlights the
huge disparity in
teachers' pay rates
throughout the 50 states**

United States rather than the south, unless you happen to pick Maine, New Hampshire or Vermont. Below the Mason-Dixon Line salaries are much lower, with Texas doing best at \$23,382 annually. Mississippi, which long topped up the bottom of the table, now ranks second-last with average pay of \$18,443 after teachers gained a \$2,500 rise.

In terms of money spent to educate each pupil, Alaska is well ahead of the rest with \$8,349 (£5,760), compared with the national average of \$3,723 (£2,570). The distinction of spending

least went to Utah, where each pupil cost \$2,297 (£1,590).

All these figures have increased in the past 12 months, but not sufficiently to satisfy America's largest teachers' union, the National Education Association. The NEA is complaining that when measured against increases in personal income, spending on education is actually falling.

"The drop is surprising," said Ms Mary Hatwood Futrell, NEA president. "Given the unprecedented focus on education since the early 1980s, we would expect an increase - a sizeable increase."

Nor is the union satisfied with the considerable increase in teachers' salaries this year, claiming that they have still not made up for the ravages of inflation in the 1970s. In nine states, it says, teachers have actually lost purchasing power - in the rest, the increase in real terms has been less than 3 per cent over the past 10 years.

Drug barons push LSD in 'tattoos' for youngsters

The drug pushers of America have found a new way to get schoolchildren hooked on the habit. Exploiting a widespread craze for "tattoos" - stick-on pictures with which children decorate their arms and bodies - they have started producing their own.

Superficially, the drug "tattoos" look like any others: pictures of Superman, Disney characters, butterflies or clowns, printed in bright colors on one-inch squares like postage stamps. The difference is that these pictures contain LSD - a hallucinogenic drug which can be readily absorbed through the skin. Children who use them are likely to take an unpleasant, and sometimes fatal "trip".

The stickers have also been known to be laced with strychnine. They come packed in fives in a red cardboard box with a picture of Mickey Mouse on the lid.

There are variations on the theme. One is called "blue star", and consists of a sheet of white paper to which a number of quarter-inch blue stars are attached. These are intended to be peeled off and placed on the tongue, but their LSD can be absorbed simply by handling the paper. There are also "microdots" of the drug, brightly coloured and some as small as a pinhead.

Parents and teachers in northern Virginia, where this latest means of creating juvenile addicts is currently prevalent, are being warned by police to watch out for symptoms of the drug. These include hallucinations, mood change, and severe vomiting. There is special concern that the "tattoos" may be given to retarded children, who are likely to be attracted by the bright colours.

The source of the outbreak is unknown. A spokesman for the Warren County Sheriff's Department said this week that the impregnated pictures had first come to light last year, and although warnings have only just been issued.

"As far as this area is concerned," he said, "the main source of supply seems to be in Fairfax (a suburb of Washington DC). But we have no indication whether these things are imported, or whether they are produced in the country."

So far there have been no signs

Bullying turns to torture as frustration grows

WEST GERMANY

**Paul Bendelow reports
on the alarming growth
of violence in secondary
schools**

Bullying in West German schools is reaching alarming proportions, according to an article published this month in the news magazine *Stern*. Acts of violence among schoolchildren are more frequent, increasingly brutal and committed at a younger age. It says quoting horrifying examples claimed to be no longer exceptional: "The length and breadth of the country, children are being harassed, beaten, tortured and tormented."

The magazine backs its claims with official findings: an education authority survey in Rheinhessen-Pfalz is quoted as seeing "criminal, sadistic tendencies" underlying a growing number of incidents in which pupils are "brutally beaten up and threatened with knives, chains and even guns."

A survey of teachers in Rheinland-Pfalz and North Rhine-Westphalia claims that almost a quarter of the school population displays "behavioural disorders of an aggressive character."

The problem is most evident at the bottom end of the tripartite system, in the *Hauptschulen* or secondary moderns, which are widely seen as schools for the "left-overs". Particularly in the inner cities, these schools have a high proportion of pupils from non-integrated sectors of society with difficult teacher-parent communication.

The *Verband Bildung und Erziehung*, a teachers' union with a large *Hauptschulen* membership, views violence among pupils as "a major concern", according to VBE spokesman Herr Michael Zimmermann. It is one of the issues, to be tackled in a union conference, this month, looking into factors fragment-

ing traditional school and family relationships. But he admitted to a feeling of powerlessness among teachers. "They have least access to the parents they need to talk to most," he said.

Parents who find difficulty talking to teachers may contact the *Deutscher Kinderschutzbund*, Germany's Association for the Protection of Children, which deals relatively frequently with cases of violence inflicted on school-

children by their peers. The association's president, Professor Walter Bärtsch, said bullying had "increased in incidence and in severity" and that aggression among children was adopting ever more sophisticated and brutal forms.

In *Gymnasien* (grammar schools), physical violence is less prevalent than another form of bullying, described as "psycho-terror" by a Cologne schools' psychologist. Frau Ilse von den Driesch cites examples from her own professional experience of harassment of individual pupils in the form of verbal and written threats, sometimes sustained for weeks on end. "Bullying has always existed," she said, "but today it's less inhibited."

At the root of pupil violence, she sees frustration caused partly by the size and impersonal atmosphere of schools and by the fact that pupils at secondary level are taught by different

teachers for each subject, making pastoral care more difficult. Many *Hauptschulen*, she said, were now reverting to form teaching to improve teacher-pupil relationships. Frau von den Driesch also believes that school bullying can be prompted by violence in the media, especially television, when neither home nor school provides an adequate counterweight.

The media argument is given less prominence by the *Aktion Humane Schule*, a national association of parents and teachers campaigning to give priority to children's needs in education. The association's chairman, Professor Peter Paulig, believes the mounting violence has its roots in the education system itself. Particularly in what he termed "the vile competitive pressure" of continuous assessment.

When the *raison d'être* of school is the pursuit of grades which are of questionable value in the job market, then school itself becomes meaningless, according to Professor Paulig, especially in a tripartite system which effectively seals the fate of children at a young age.

The result is mounting frustration which finds its outlets in violence against property and fellow pupils, or which is internalized and results in apathy and resignation. Professor Paulig cites surveys claiming that nearly half West German school-leavers did not find school had been a helpful or worthwhile experience. And he points to the expanding network of institutions "created to clear up the chaos caused by schools".

The *Aktion Humane Schule* believes the answer lies in more schools adopting alternative teaching methods. "To show there is another way", the growing popularity of the Waldorf schools, of which there are now 90 in West Germany, indicates for Professor Paulig a burgeoning awareness among parents.

The VBE, too, says the upsurge of bullying is paralleled by increased awareness among parents of the need to create a partnership between school and home. "Great efforts are being made," he said, "but the goal is still a long way off."

In the meantime, violence among young people will doubtless continue to make headlines, in a process Professor Paulig described as "bemoaning the symptoms, not tackling the causes".



One in four pupils behaves aggressively

State sector tries hard sell

DENMARK

State primary and lower secondary schools which cater for the age group 6 to 16 (*folkeskoler*) are trying to beat off growing competition from private schools by adopting tough marketing tactics.

A Gallup poll found that 86 per cent of Danish parents believe private schools are superior to state schools, 80 per cent of them naming discipline as being better. Other recent surveys have shown that half of the 225,000 pupils at Denmark's 2,000 *folkeskoler* are unable to cope with the education they receive. A third have complained that teaching hours are too short and contact with teaching staff minimal. In the past decade, Denmark's 300 private schools have increased their share of pupils to around 10 per cent.

To reverse this trend, a pilot project was launched last year in Aarhus, Denmark's second city, located in a modern, modern marketing concepts, and called "service development". The project is now nation-wide and aims to encourage Danish state schools to be more "client-oriented".

Initially, teachers from Aarhus's 60 *folkeskoler* went on eight-hour weekend courses. Today service development is open to the 60,000 *folkeskoler* nationwide, as well as to primary, non-teaching staff such as cleaners, administrative clerks, and

health personnel and school cleaners. Courses also take the form of three-hour evening sessions. Basically, the service courses concentrate on making Danish lower secondary schools more market-oriented, training staff to sell and produce an educational package as if it were a consumer item. Service is the key word, with parents and pupils given a greater say in decision-making and the running of schools.

The emphasis is on participation, with teachers in state schools offering improved contact between parents and pupils, more information meetings, better and improved extra-curricular activity programmes in the fields of sport and the arts (exhibitions, sports events and concerts) and a generally higher profile.

Other aspects such as cleaner schoolrooms, better facilities, pupil-teacher contact during breaks, the regular publications, and a better approach to new pupils are also part of the grand strategy, which aims to eradicate the growing disciplinary problems.

"Back-up systems are vital in selling the *folkeskole*," Mr Lars Vahl, an education consultant says. "Secondary, ancillary services beyond teaching, play an important role."

The project is to be the subject of a BBC/Open University television programme due for screening in 1988.

The service development scheme is extremely unusual, the voting rights of parents and pupils and their power in

school decision-making processes in Denmark are unique," said Mr Ron Glatter, Professor of Educational Administration and Management at the Open University.

● Faced with decreasing incomes in comparison with other wage groups, the Danish National Teachers' Union (DL) have called for a 20 per cent annual pay rise in next spring's round of pay negotiations. Strike action is threatened if the ruling Conservative-Liberal-led minority government fails to comply. The union has amassed record strike funds of around Dkr 700 million (\$64 million) in anticipation of difficulties.

Christopher Follett



Folkskole development scheme



Many rural schools still lack basic amenities

TV lessons, but no sets

KENYA

The Voice of Kenya, the Nairobi-based official broadcasting organization, is planning to set up a second television channel to carry education programmes.

President Daniel arap Moi said the broadcasters and the Institute of Education, which devises the curriculum and the syllabuses for primary and secondary schools, will oversee the new venture jointly.

Ministry of Education officials say the Government sees the need to supplement existing schools radio programmes with television broadcasts. If the Kenyan plan becomes a reality, it will be turning the tide in the Third World. Several countries have abandoned similar projects.

For example, the Ivory Coast withdrew educational television in 1981, when it was realized there was no substitute for face-to-face teaching. Children attained high oral skills, but their writing and problem-solving skills were falling.

A major block to the Kenyan plan is the scarcity of sets. A recent University of Nairobi survey indicated that there were less than 100,000 in the country, and rural areas were particularly lacking. Even radio is seen as a luxury in many parts of Kenya.

Even if the Government were to

provide TVs, many areas remain without electricity, though battery-operated sets could be an answer.

But lack of maintenance and spare parts have dogged education by radio, and similar problems would be anticipated under the TV scheme.

The Government has yet to say how the new channel will be financed. Education is already claiming 29 per cent of the total national budget.

Meanwhile, a Voice of Kenya population education series has been banned by the Nairobi administration. The Ministry of Health sponsored programmes were meant to reach more than five million primary and secondary children.

Unbanned, "Don't Rush Me", a family planning series in Kisumu was the brain-child of Mr Hillary Ng'eno, a Nairobi journalist and publisher, and its producer was Ms Peggy Kabac, a former VOK staffer.

After the second episode, there was an uproar in parliament, when members charged that the Voice of Kenya was feeding viewers with pornography. The President has now ordered the series to be shelved. He described the programme as "offensive and immoral".

But Mr Shimeles Shilemi, the permanent secretary at the health ministry, said the series "only stressed that Kenya has a serious problem with schoolgirl pregnancies".

Wachira Kigotho

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TALKBACK

CITY TECHNOLOGY COLLEGES I

Enticing the best teachers

Paul Graham

The Government's latest privatization document is a plush, shiny, no-expense-spared prospectus designed to be attractive to those keen on participating in the new launch - maximizing its glossy appeal while minimizing the risks and dangers.

No I'm not talking of the British Gas flotation but of the "launch" of the city technology colleges.

The document is a clear statement in the eyes of many parents that the Government recognizes that state schools are vastly underfunded and teachers underpaid. But instead of coming to terms and dealing directly with this, the Government now faces us with an ideal which will exacerbate the problems rather than alleviate them.

Parents describing themselves as "working Tories" are those expressing great worry over CTCs. Many parents and teachers already recognize that the establishment of a CTC funded by industry in any area will inevitably highlight the failure of resources in the existing local schools as well as enticing teachers, as is implicit in the prospectus.

CTC staff will be paid more than their counterparts in the local comprehensive. "Staff of CTCs will be employed by their Governing bodies which will be free to negotiate pay and conditions of service." This must mean that even state schools in areas where there are no CTCs planned must fear that their best staff will be enticed away.

The charitable character of the schools must encompass all sorts of tax-efficient ideas to make eventual parental contributions more effective. What provision is there going to be if the promoter of the school - be it local charity, industry or commerce - goes bust or decides, for whatever reason, to pull out? Presumably in the event of the DES failing to agree to assume responsibility, the children will be pushed back into the local schools, where they belonged in the first place. The principle of CTC may be good, its proposed execution is not, it will divide an already worried teaching

profession and demonstrate to many parents that the Government's declared aim of seeking more parental involvement through more powerful parent governors needs to be taken with a pillar of salt. Every statement in the CTC prospectus is weighted against parental involvement.

The management of CTCs will be in the hands of the promoters and it is implied that they will appoint the governing bodies. Nothing in the prospectus remotely suggests that parents will form any part of those bodies and it remains to be seen if the subsequent documentation will elaborate on this.

On the other hand, many parents will be attracted by the idea of CTCs with PTR of 15.4 to 1, although PTRs can be notoriously misleading, and some parents may feel that the less their local education authority is involved in running a school, the better their children may be.

Is it not possible for the principle of CTCs to be incorporated in our existing comprehensive schools and for the money to be spent on improving the facilities and teachers salaries available to all of the children and teachers, instead of the select few?

It remains to be seen whether the Government has the will and mandate to carry out the CTC proposal in election year without the votes of one major group, the parents.

Paul Graham is a member of the All London Parents Action Group (ALPAG) and lives in Harrow.



The DES document on the proposed city technology colleges is titled: "A New Choice of School". Choice for whom, exactly, and what's new?

Among the characteristics of CTCs are "a broad curriculum with the strong technical and practical element which is essential preparation for the changing demands of adult and working life in an advanced industrial society" and that "they will seek to develop the qualities of enterprise, self-reliance and responsibility which young people need for adult life and work and for citizenship".

If these qualities, skills and capabilities are essential, then surely they should be part of every student's entitlement?

In their final "red book" (1983), *Curriculum 11-16*, HMI stated: "... all pupils are entitled to a broad compulsory common curriculum to the age of 16 which introduces them to a range of experiences, makes them aware of the kind of society in which they are going to live and gives them the skills necessary to live in it. Any curriculum which fails to provide this balance and is overweighed in any particular direction, whether vocational, technical or academic, is to be seriously questioned."

In Annex A of the CTC paper the link is made clear with TVEI, so what's new? When one looks at the pie chart illustrating a possible curriculum for years 1-3, there is a double slice labelled "Design and its Realization" (to include art and design, CDT and home economics), and a slice of "Business Understanding and Personal Development" (a sequence of modular courses, to include in each year elements of business understanding, moral and health education, tutorial work including study skills and aspects of personal development).

In years 4 and 5, there is "largely a directed, 'common core' curriculum with limited optional choice... the curricula of individual pupils will need to be differentiated according to abilities, interests and needs."

HMI has argued since the Secondary Survey (1979) that secondary option systems had got out of hand, and schools should be working towards a common core within an agreed curriculum framework. And the Schools Council, at the time of its death (1984) was working towards a more coherent curriculum structure as a follow-up to its *Practical Curriculum* (1981).

The suggestion now seems to be that, since it is difficult for the DES to control the whole curriculum of local education authorities, maintained schools - which is what the Secretary of State (and certainly his predecessor) would presumably like to do - central

CITY TECHNOLOGY COLLEGES II

More choice for whom?

Maurice Plaskow

government will set up its own little select group of schools, catering for some 20,000 students.

The proposal is a diversion from the real issue of establishing a quality education for all students in all schools. It implies that our existing schools are failing to deliver a quality, relevant education to their students. And it is also at odds with the rhetoric of partnership and democratic accountability, which have been the slogans behind the 1986 Education Bill.

The paragraph on *Management* (page 8) is but six lines. It refers to "promoters" of the CTCs, and "arrangements to ensure the financial accountability of the governing body and provision for the Secretary of State to monitor the educational performance of the school".

There's nothing about how the governing bodies will be elected or selected or what will be their terms of reference; nor how the monitoring will take place, and by whom, using what criteria. If they are to be HMI inspections, how often, and how will HMI be able to fit in this extra responsibility?

Given that the CTCs "will not be answerable to the I.E.A.s", presumably they will not have either the support or critical appraisal of I.E.A. advisers. How about access to I.E.A. resources, library and media services, teachers' and educational development centres? A national network of 20 schools scarcely constitutes a support system for an ambitious experimental project.

Promoters will receive a grant which will be sufficient to meet all items of current expenditure which would fall on an I.E.A. for one of its own schools. With the need for attendance at courses, involvement in meetings for GCSE, and other aspects of curriculum development, does this mean that extra funds will be allocated for supply cover, or an extremely generous pupil-teacher ratio? At what rate will capital be set? That of the area I.E.A.? This would result in 20 different levels of funding.

"Governing bodies... will be free to negotiate pay and conditions of service, on the understanding that the Secretary of State's contribution to running costs, will broadly reflect salary levels current in I.E.A.-maintained schools." How broad is broadly? Governing bodies will also be free to

decide on staffing levels and on the balance between teaching and non-teaching staff. It would seem that there will be nothing to prevent the governing bodies of CTCs, if they can raise enough money, from creating small groups, supported by technical and other ancillary staff and as much hardware and software as they can lay their hands on.

What valid lessons could the maintained sector draw from such an unequal enterprise? CTCs will where possible (?) be used to establish the value and effectiveness of equipping a secondary school with Information Technology hardware and software: a scale more extensive than is found in the maintained sector.

If the context is abnormal, what are the chances of replication? It's time to urge local authorities to equal TVEI to all their schools without providing the massive extra resources which were available to the pilot cohort.

The efforts of the Schools Council and the Council for Educational Technology (CET) over the past 20 years have also apparently failed to transmit the message to the power brokers that there is no curriculum development without teacher development, and that innovation can be used to avoid, rather than promote real change. Professor Eric Hoyle neatly summarized the dilemma: "Innovation requires changes in the social system of the school. Change in the social system of the school is a major innovation. This is the educational Catch-22."

It is understandable that politicians should wish to speed up the pace of change. They are, after all, in the short-term results business. Education has to take a longer view, since it is concerned both with life-chances and life-spans. Teachers and parents are right to be healthily sceptical of glossy promotions, offering colourful new choices. The immediate question is: how do I know this is going to be a real improvement on what I've already got?

Maurice Plaskow was a formerly curriculum officer with Schools Council. He is chairman of the Programme for Reform in Secondary Education (PRISE).

FEATURES



Despite the rigours of desert life and the chaos of war which followed the Spanish withdrawal from the Sahara, the formerly nomadic Saharawi have set up their own education, health and community services in which women play the leading role.

Their own show

Without money, aid or a home, the exiled Saharawi refugees value freedom and learning above all else. Mary Russell reports

his much-publicized "green march" into the desert.

The Saharawi, after years of Spanish colonization, were again threatened by another foreign power. But now, politicized and organized, they united behind their own army, the Polisario Front, and have been waging a relentless war with Morocco ever since.

Khalil and his family have many difficulties to contend with. The desert is a testing place for those who want to survive. The air is suffocatingly hot by day and icy at night. The sudden sandstorms blot out the sun, seep into the tents and leave a film of red dust on clothes and bedding which clogs the nose and grates on the teeth. Medical care, though improving, is minimal and debilitating attacks of diarrhoea and related infections are prevalent, especially among the children. But Khalil is fortunate for he is a Saharawi and, among refugees, his people are unique. Despite the rigours of exile in the desert, they have managed to set up a state in exile - the Saharawi Arab Democratic Republic, now recognized by 63 countries. It has its own representative council, ministries for health, education and information, a highly developed system of community care, a national radio station, diplomatic representation abroad and an increasingly successful agricultural programme.

There is a notable absence of aid workers in the camps - no well-meaning Voluntary Service Overseas teachers, no European doctors donating a year or two to helping the needy, no World Bank officials with their clipboards and conditions, and no ex-pats drowning their sorrows in the gin bottle.

Instead, the Saharawi refugees run their own show. For though temporarily without a home, they are not without hope and dignity and, as one Saharawi woman said: "Even the bad things in life are important because we learn from them."

Because the education service is so pervasive - meeting the needs of all members of the community at whatever level - it is the one that has probably had the most success. It is an indication

of the importance attached to learning that the schools are among the few buildings that are firmly built in brick.

Khalil's learning began in a crèche run by the local women. With the majority of men away at the front, women and children make up 80 per cent of the camps' population and it is the women who sew the tents, sit on representative councils, distribute clothing, teach in the schools, nurse the sick, hoe the seed beds and care for each other's children.

In the early stages, finding teachers for the schools was a problem, but the setting up of the February 27 Women's College (commemorating the day the State was proclaimed) has gone some way towards solving this. Dressed in army fatigues - for this is also a military centre where every woman receives 40 days' military training - the director cuddled her small son while she talked about the courses at the college.

Ten years ago, 80 per cent of Saharawi people were illiterate. A major attack on the problem was launched, with students running courses for the older people during the summer vacation, and it is now reckoned that the illiteracy figure is as low as 15 per cent. This summer, for the first time, the basic literacy course was scrapped because there were no takers.

In term time, the college caters for 1,600 students who live in a collection of nearby tents. Children from six months to 10 years can come with their mothers and attend the crèches and schools where the student teachers and nurses learn their craft. Khalil is now entering the second level of education where he will be taught English and French. Force of circumstances has meant that many Saharawi can speak two or three languages.

"Arabic is the official language, of which they speak a particular dialect called Hassaniyah. Spanish was the language of the colonizers and is still used by the majority. Proximity to Morocco and Algeria means many are familiar with French and a few who have studied in England now act as interpreters and communicators in that language."

Hussain, a tall, exuberant man in his mid-thirties, had been at Barcelona University studying politics and economics when the war broke out. He had to think long and hard about what to do. His father had been a nomad and if he himself were not to become an urban refugee he would first have to get himself educated. The call to war, however, took precedence and he interrupted his studies, as many young students did - never to return to his university. His parents' home was attacked and his sister disappeared inside a Moroccan prison. That was seven years ago and - despite efforts by Amnesty International - no trace has ever been found of her. Hussain joined Polisario, settled in the refugee camp, married and now has five children. His time is divided between fighting at the front and working for the Ministry of Information, and he has returned to his roots with grace and good humour.

Out in the desert, we gave glasses of tea to a passing camel herdsman and received a brimming gourd of warm camel milk in return. "Very good for making war and making love," cooed Hussain, drinking his to the last drop. He may well have a point. The Saharawi, unlike many other nations, need to increase their population and, in a local hospital, the most honoured patient was a woman who had given birth to triplets. "We see our children," said a member of Polisario. "as the cornerstone of our future - which is why the neighbourhood schools are known as children's palaces."

But perhaps the most startling thing of all is that there is no place for money in this rare community. Food, clothes, tobacco, services and skills are pooled since all are working for a common aim - the liberation of their country. Doctors, teachers and farmers work a full day without pay and all members of Polisario wear the same uniform with no insignia or pips to distinguish officer from soldier. Financial and material help comes from humanitarian organizations around the world, with military aid coming from Algeria.

Visiting one of the local hospitals, we walked around in the gloom of the evening for, as an economy measure, the electricity is not switched on until darkness has fallen. The medical supplies were sparse, the chemicals needed for diagnostic tests were limited. When machinery broke down there was no way of fixing it. "What is it you need most of all?" I asked the hospital director. He smiled at my foolishness. "Our freedom," he said.

Strangely enough, however, in this disordered, restless world, the Saharawi, against all the odds, have created a makeshift Utopia where small boys such as Khalil are probably better off than their counterparts in the disadvantaged urban slums of any western city.

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Part-time for all

Lydia Stark

In reply to "All together please" (TES, October 31). I couldn't agree more. The effect of a child having only one term in a reception class is disastrous and often restricts his achievement until at least second year juniors. I have experienced many different entry policies. My experience of the Scottish system is very favourable in this respect. Children whose fifth birthday occurred half way through the academic year, were entered on a full-time basis in the August. This meant that children entered reception (Primary 1) aged between 4½ and 5½ years. Most of them had experienced part-time nursery education for one full year.

All children experienced seven full years of primary education, entering secondary school aged between 11½ and 12½ years. During their fourth year in secondary school they were started studying for higher, before reaching the statutory leaving age. This system seems to present greater equality of educational provision than the existing English system.

My experience in England has convinced me of the absolute inequality of the termly or half-yearly entry policy. The children whose birthdays fall in the latter half of the academic year are immature by comparison with their slightly older peers, and therefore they need more settling-in to school. They are often faced with half of their peer group being well established, having had the advantage of small numbers in class and the extra time with their

teacher. Many may already have started on individual reading and their progress is assured. These younger children have to compete for the teacher's time and attention. Most reception teachers feel guilty at the lack of opportunity awarded to these children.

We changed our entry policy this year to the following system:

- 1 Entry in September for all children aged five before January 1 on a full-time basis.
- 2 Entry of all other children aged five within the academic year in September, on a part-time basis for 2½ hours per day.
- 3 All children to attend full-time as from January 1. Next year, all children will attend on a part-time basis for the first term and full-time thereafter.

There are two factors which restrict this entry policy. First, our local authority gives no capital for children under five on January 1. All the money for our new unit was from funds we raised. Second, staffing ratios are calculated on January numbers and do not include children under five on January 1.

After only 10 weeks of this term of part-time education, it is clear that some of the younger children (with birthdays in July or August) are definitely not ready for full-time education. This is true even in informal atmosphere, such as in my unit, which is similar to a nursery class and where parents are welcomed. This discovery makes me favour the Scottish system even more. I would certainly not



favour full-time education from the beginning of the school year in which children reach their fifth birthday before August 31. I would suggest they attend part-time until February half term, thus avoiding the long, cold, lunchtime breaks which young children loathe.

There is so much in favour of a part-time entry. Children who get very tired develop a positive attitude to school rather than a negative one, created by over-exposure to school at such an early age. It also makes the break from home much easier - especially when the reception unit is run on an informal basis.

When changing our entry policy we had several parents' meetings to explain what we were proposing to do and why. We felt obliged to go to full-time places to those who had been led to expect them this year, but next year's group have been forewarned so that parents of the older children know what our policy is.

Lydia Stark is deputy head teacher of Sleaford (CBE) School, Wiltshire.

The anti-war path

Two o'clock on a sunny Thursday afternoon, and fourth year pupils at Newcastle's Heaton Manor School are playing an unusual form of rummy. Already in the lesson - part of the school's guidance programme for third-years and above - they've discussed the prospect and problems of surviving a nuclear attack. Now they're playing a "game for survival".

Each player has five cards. On them are items like "food", "water", "fuel", "tools", "tin and bottle opener". The idea is to discard and pick up until a player thinks that he or she has the right combination of things to survive in a shelter. Candles are going to be useless without matches. Tinned food will need a tin opener.

Opinions among the players as to why their teachers have asked them to play the game vary. One guesses that it's about co-operation - giving and taking to help your neighbour. Another thinks that it's to show that given the right equipment, a nuclear attack might be survivable. Most, though, feel that the opposite is true. "It's sick," says one girl.

None of the pupils know that the list of items that makes up the pack of cards comes from *Protect and Survive* - a much criticized booklet on nuclear civil defence published by the government in the 1970s. Heaton Manor pupils have six lessons on nuclear issues - four in the fourth form and a further two in the fifth. At this stage - about half way through the fourth year course of single lessons, the concept of deterrence hasn't been dealt with in depth yet, but all the pupils I spoke to understood the concept, many of them by its proper name. There were a good many blanket statements like "I know my opinion - I hate nuclear weapons and I'd do anything to get rid of them" and "I don't support the idea of nuclear weapons, but I don't agree with CND going on marches - I don't think the Government takes much notice."

In the first of the two fifth-year lessons, aimed at giving some background to the explosion of the bomb at Hiroshima, Joan Thornton, head of guidance, gives a short, carefully-phrased talk. It starts with the Cambridge atom splitting discoveries of the 1930s, discusses the question of whether the knowledge of bomb making technology should have been shared between all the allied powers during World War Two, covers the treatment of Allied prisoners by the Japanese in Burma and the attitude of Japan to the idea of surrender and defeat. It goes on to Hiroshima, via the warnings to the Japanese government. There follows a showing of John Hersey's film about Hiroshima, and the inevitable discussion. Joan Thornton, once purely an RE teacher, offers prayer as an option to the way we might deal with the nuclear issue today. It's an offer which meets with silence from the pupils.

A number of points of consensus emerge from these sessions. One is the prevailing sense of powerlessness among the pupils - a feeling that as individuals or as a group they can't influence nuclear policy. On the lessons themselves, pupils agreed that they were useful as far as information is concerned, and worthwhile as a forum for the exchange of views. There was a good deal of this - Joan Thornton arranging groups in circles, making sure that everyone had the opportunity to speak and be listened to. Thus one fourth-year boy felt able to put forward an argument for the unpopular deterrence theory without feeling "got at". The same boy - supported by his classmates - put there to change the lessons were.

In fact, mind-changing itself goes under the microscope in the classroom. Joan Thornton is keen to show pupils what bias is and how to detect it. Thus the map from the CEBG with the slide show about nuclear power is quickly seen by pupils as having a vested interest. And the second lesson for fourth years - in which the effect of the nuclear explosion is dealt with both on video and through discussion - is preceded by a warning that the lesson itself is biased "because we can't think of anything good to say about dropping a nuclear bomb".

The feeling of powerlessness to effect events is even more acute at Blakelaw School, in an area of Newcastle where unemployment is soaring. As at Heaton Manor, the Peace Studies course is part of the Personal and Social Education programme. Sid Tippins, the man in charge, is a former Methodist minister, and he calls his course World Studies rather than Peace Studies. It starts with a simulation called "World Park", a place "big enough for all the kids in the area. It has grass, swings and a lake. You can get in from Wealth Road and Rich Lane but there's a 10-foot high fence with no way through here." "Here" refers to "Starvation Street". Pupils are asked to view the problems of World Park - and many other

situations where conflicts take place, real and analogous - before going on to tackle the nuclear issue through a mixture of games, discussion, and watching video.

Sid Tippins finds the main problem is to "get the kids to take off the blinkers on their expectations of life." He believes that many pupils' visions are coloured by the lack of job opportunities open to them. In fact, it appears that the nuclear threat is the least of these pupils' problems: "If it goes off, it goes off," says one: "I've made up my mind on what I think, but there's nothing you can do about it." And while pupils are fairly supportive of the idea of the course because "it tells you what's going on in the world", it's "just another lesson" to many. When pressed ("We've never thought about it before"), the fourth years conclude that Mr Tippins is a "bun the bomber". In fact he's not a member of CND but is sympathetic to its aims. His unilateralism is as much religious as political. At the suggestion that Mr Tippins might be trying to manipulate them, the class appears slightly shocked.

Perhaps the most significant aspect of the course taught by Sid Tippins and colleagues at Blakelaw is the link it makes between personal and political conflict. It's a link that has attracted a good deal of criticism. You can make playground peace an imperative. But can you apply the same absolute standards to the nuclear issue?

Nottingham is another authority with a policy for peace studies, again with an emphasis on Personal Social Education. In some schools, the PSE process starts in the primary level. Snape Wood was the only primary school to take part in an extended review of PSE in Nottingham schools. Originally, the school wanted to find ways of tackling racism, but it found itself discussing wider issues. The aim was to help children form positive self concepts, happy and fulfilled relationships and to develop their abilities to the full. In specific terms this meant an end to competition in "Fun Day" replaced Sports Day, an increased emphasis on co-operation, and new strategies to deal with individual children's emotions. There's no lack of problems to deal with in the school's catchment area, where two in three men are unemployed and most children qualify for free meals.

Inevitably, ways to help children deal with their own conflicts come high on the agenda. There's lots of drama, and an emphasis on "talking problems out" even to the extent of making playground punch up merchants face each other and listen to each others argument. Toy guns are banned in the nursery, and a reception teacher, talking to five-year-olds playing a form of pictorial bingo carefully says "He didn't win, he was the first to finish."

There's certainly no peace studies *per se* at Snape Wood, but is the school establishing the personal peace imperative, to be sustained by PSE right through the secondary curriculum at the end of which is the inevitable Hiroshima session? Janet Copley, acting head teacher, stresses that the reason the school decided to develop PSE was practical need.

"We're fighting against the 'Me dad says if he hits me I'm hit him back' atmosphere all the time," she says. "We're just giving them alternative ways to resolve things. But we don't want to let them go out of school with just that. We do encourage them to question."

At another Nottingham school, Frank Wheldon, a comprehensive in the Carlton district of the city, Peter Davies the deputy head says the children don't dare fight in the playground when they see him coming. "They call me the peace man," he says. He refers to himself as a self-confessed pacifist, and announces to his fourth years at the beginning of the 20 or so peace and politics lessons that he is a member of CND.

There's no laid down syllabus for peace and politics at Frank Wheldon - Peter Davies alters the course to look at topical world conflicts as they arise. But it's always rooted in peace from a personal point of view, looking at conflicts that might affect pupils at home, at school, or between friends. Generally, though, the course gravitates towards the nuclear issue via Hiroshima, with pupils at first gathering information from various sources to assemble their own account of what happened, and then discussing the moral issues connected with the nuclear debate. Again, the course is a component of a broader PSE programme. Again, the fourth years doing the course are encouraged to examine all the information for bias.

Peter Davies doesn't pretend for a minute that pupils will leave with a comprehensive understanding of the nuclear weapons issue. "I hope that they'll be receptive and open-minded enough to receive more information and equipped to



The public view of peace studies - but is it true?

make their own minds up."

The lessons I saw at Frank Wheldon were fairly low-key affairs. The pupils, at the information gathering stage, were looking at various bits of material (including a CND publication) about the effect of the Hiroshima explosion. THE ATOMIC PLAGUE shouts a headline from the *Daily Express* of September 5, 1945. "I write this as a warning to the world."

Fourth year pupils appear divided on the issues but united that Mr Davies isn't indoctrinating them. The response to such a suggestion was similar to that in Newcastle - they were slightly offended. At the same time there was some interesting comment about CND being full of hippies and lesbians, and the stupidity of the Greenham Common protest. On the other hand, finished pieces of work from previous classes show ingenuity and perception. Asked to present a visual statement of views on the nuclear issue, there was a broad balance between the slogans: "Peace Through Strength" runs one. "Not Weapons", runs another. Some are particularly clever. One shows two generals lying facing each other, both with their heads on the chopping block of guillotines. Both hold the rope that will release the blade of the other's guillotine. The caption is "You first".

Peace studies at Frank Wheldon don't meet with universal support, though. Hester (now a sixth-former) and her mother both had reservations about the course, but after consultation with

Peter Davies, Hester decided that she would attend. She believes that Davies's public connection with CND might well have an indoctrinating effect on fourth-year pupils. Hester says that she didn't learn much on the nuclear issue (she had strong multilateralist views before the course started and agrees that she might have been more informed than her classmates) and believes that the course wasn't necessary.

Peter Davies and his peace and politics course also face diplomatic opposition from some of his colleagues. Fred Posner, who teaches on a part, is openly critical. He sees the course's peace label as "emotive", and disagrees with the idea of isolating nuclear issues in one place on the timetable. He thinks that the issues have been isolated for political reasons, and that they're inappropriate for fourth and fifth-year pupils. "I'm not saying that the information is being presented in a biased way", he says.

He believes that Peter Davies is indoctrinating pupils despite himself and his best efforts to remain unbiased: "I think the very nature of the course, the very nature of the content and the very nature of the title, slotted in to the fourth and fifth year, is there insidiously for propaganda purposes. The message doesn't get taken on board because of the political colour of the area, and because kids can't get to grips with it."

Nick Baker

Where have all the flowers gone?



Official attempts to promote peace studies in schools soon get trampled on or watered down. And where peace education does survive, few pupils admit to being influenced by it. Nick Baker reports.

How political is peace studies? There's no doubt that in the handful of authorities where peace education has been "officially" promoted through advisory teachers, working parties, guidelines and in-service training, the moving spirits are left-wing councils. The push for peace studies has often been accompanied by the creation of "nuclear free zones" and official opposition to the nuclear power industry.

But try to establish how widespread the political initiatives are and a problem emerges - a problem which led the NAS/UWT to abandon the idea of a comprehensive survey of peace studies. The union reports "a poor response" from members. The problem was not so much one of teachers refusing to come out from under their beds as the fact that not a lot of peace studies *per se* seems to be going on, even in the authorities with an official policy. The initiatives simply get diluted.

For a start, the make-up of the committees, sub-committees and working parties becomes a bone of contention. In Newcastle, for example, great efforts were made to make initial committees balanced with representation by Labour and Conservative groups, teacher unions, the CEBG, members of the pro and anti-nuclear lobby and advisory staff. But the process was held up for seven months because some union reps refused to attend meetings with a PAT nominee.

In another authority, at a crucial moment in the deliberations, the "nuclear" component of a suggested scheme of classroom work was leaked to a regional newspaper which ran a story suggesting a peace takeover of the curriculum. The source of the leak was never pinpointed, but much significance was attached to the fact that two Conservative members didn't attend any more meetings after the story appeared.

The political impetus is diluted even further because most authorities decide that if the subject is actually going to be named on the timetable, it should be a module in already crowded Personal and Social Education programmes.

Current orthodox PSE wisdom is that the areas it covers - health education, careers, religious education, government, computer awareness, and media studies - should be approached "non-didactically". That is to say that process should be valued above information, and that pupils should be enabled to make informed decisions for themselves. So out goes chalk and talk and in comes role playing, discussion, simulation and group work.

Diehard opponents of peace education will say that this gives teachers more scope for subtle indoctrination. In reality, the reverse is sometimes the case. Pupils don't always take such lessons very seriously.

And it is one thing to be given the basic information about, say, how the media works, and then to run "active" sessions in the hope that pupils will decide for themselves which newspaper to read, which television programmes to watch, and how much to believe. It is quite another to try to provide a grounding in world politics and expect the pupil to decide on his or her beliefs. It is possible to provide a "definitive" account of the run-up to the arms race that is both unbiased and accessible to 14-year-olds? And isn't this going inevitably to entail a move away from the much vaunted non-didactic approach?

John Berridge, General Inspector in Nottingham, has, among his responsibilities, the teaching of PSE in both primary and secondary schools. He was also involved in the county's discussions about peace education. "A range of evidence has to be presented," he says, "not necessarily in a didactic way. We're looking for a balance between knowledge and skills." Berridge also believes that it's important that schools should

have teams of teachers working out the school's approach to the subject, not just one.

In schools spoken to or visited by *The TES*, this was often, but not always the case. There are certainly CND members teaching peace studies - there are also Social Democrats, "fence sitters", members of the clergy and RE teachers.

Perhaps, surprisingly, neither Newcastle nor Nottingham (both of which welcomed *The TES* into their schools and were entirely open about peace studies in them) could put an accurate figure to how many schools actually had peace studies named on the timetable. According to Fiona Cooper, Sheffield's Advisory Teacher for Peace Education, only two (out of a possible 38) secondary schools have a peace studies module on their PSE course, though she believes that the cross-curricular approach to peace education, both through PSE and in English, history, science and geography, is much more widespread.

But any systematic attempt to deal with the issues of peace and war across the curriculum would involve many teachers in many subject areas, getting a consensus about teaching aims and strategies, organizing training, and re-jigging the timetable - a rather tall order given the climate of the past three years in schools. Hence the NAS/UWT survey's failure: an indication, perhaps, of how "diluted" the original aims of peace education have become at the chalk-face.

Last year, Families For Defence, a group wholeheartedly committed to attacking peace studies in schools, embarked on its own inquiry. It wrote to 30 local and regional newspapers, canvassing reports of classroom indoctrination. From around 120 responses, FFD were unable to link complaints about peace studies with the local authorities who have been publicly active in promoting it in schools.

Is this, then, evidence from an unexpected source that peace studies is being taught under firm supervision with scrupulous fairness by doggedly impartial teachers? It is doubtful; more likely is that the peace process, looked at nationally, is so sparse that it's hard to discern at all.

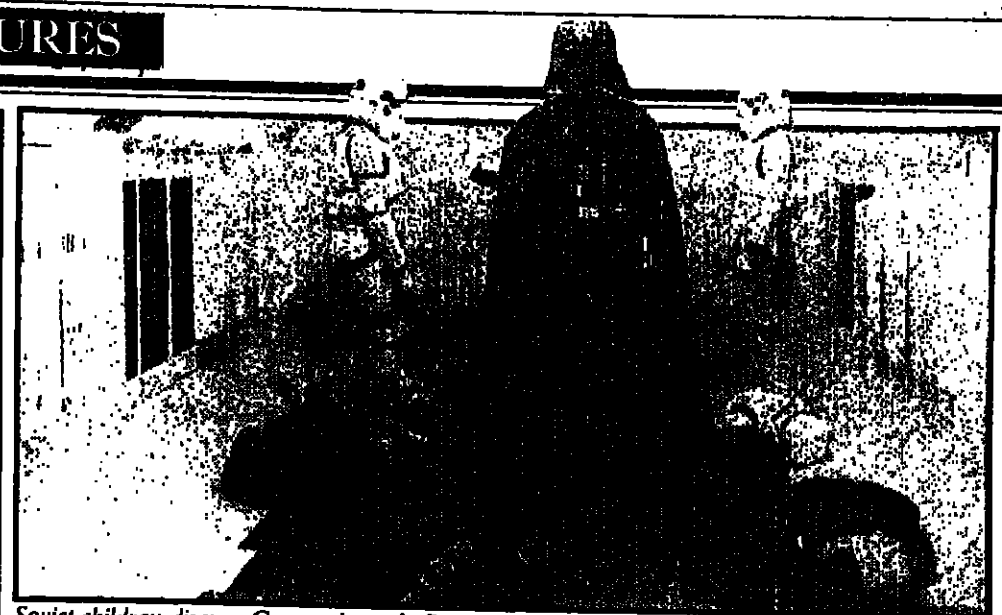
A large proportion of the 400 or so CND affiliated Teachers for Peace live and work in London. Retiring language teacher Pat Allen, chairman of the group, stresses that Teachers for Peace played no part in stimulating the move for peace studies. At the same time, he argues that not having the issues dealt with is, by default, allowing "the status quo of lack of concern" to persist.

However, only two schools in the Inner London Education Authority have peace studies on the timetable. Notre Dame high school, a Catholic girls' comprehensive, has the subject in the second year, but the nuclear issue isn't dealt with in detail until later on in a pupil's school life. The other is Langdon Park, a comprehensive in Tower Hamlets.

Langdon Park initially invited *The TES* to see peace studies there last term, but an ILEA spokesman later said the visit "wasn't convenient" and that the module of the peace studies was undergoing change and wouldn't re-emerge on the timetable until next summer.

Another acting head teacher in London, on hearing that *The TES* was looking at peace studies, wrote in unbidden to proclaim that his school hadn't taught the subject for five years. An east London primary school ran a "Peace Week" last summer, but declined a *TES* request to attend.

Peace parangia extends further than London, however. One adviser in the North of England was clearly worried about his name being identified with peace studies in this article. "I might want to apply for a job in Gloucestershire," he said.



Soviet children discuss George Lucas's *Star Wars*, not Ronald Reagan's.

Screenpeace

Christopher Jones finds the peaceful aims of educational broadcasters from East and West are not necessarily hostile to each other

It has always been a problem of moral education that it is easier to condemn evil than to agree the pathway to virtue. In this way peace education in British discussions has been characterized as either woolly-minded or even dishonest. Academic respectability comes from the discipline of war studies, where fixed events in the failure of politics can be searched and interpreted for new meaning.

In other parts of Western Europe there seems to be less inhibition about the concept of teaching peace. It is seen as a concept triangulated by moral, personal and social education, by political and cultural history, and world studies.

But what attitudes are there in Eastern Europe? Peace education was a major theme at this year's biennial meeting of educational broadcasters of East and West organized by the Hungarian Magyar Televizio in the small city of Eger. It was clear that, as far as our hosts were concerned, there are no bland answers to that.

György Csapell, a social psychologist, used an international selection of television examples to illustrate the many different perspectives on, and even distortions of, what is meant by "peace": the absence of war; reciprocal respect for differences; achieving proper standards of economy, health, environment.

His conclusion was education has to proceed without consensus on meanings or objectives for peace; it will find sufficient to do in conveying knowledge of variations in ideas and cultures between different peoples, and in striving for an objectivity which itself is excluded in many cultural traditions. In these, different political and ideological values would inevitably be revealed.

But questions of objectivity persisted. An excerpt from a Soviet drama, used in a BBC programme about Russian television, had a profound effect on the discussions in Eger. It was an episode from a soap-opera based in a children's home, which in Russia has a devoted regular audience. A family court takes a young child away from his feckless mother. The corridors echo with the boots of uniformed staff as the child is led away. The grief and surviving love between child and mother is subtly pictured. The woman director of the home makes a passionate speech about the institution being no replacement for individual love. The tight discipline is the only way that her staff can survive lack of more progressive training and chronic underfunding.

In soap-opera form, a political statement was being overtly made. It was plainly no more regarded in Russia as subversive than it would be in Britain, Holland or Scandinavia, and seemed more convincingly dramatized than some soap-operas more familiar to us.

A Soviet television programme for secondary-age pupils examined the politics in the misuse of technology for aggression in space. The US Strategic Defence Initiative was barely mentioned, but the thesis liberally illustrated with spectacular excerpts from George Lucas's *Star Wars* epic, oddly deprived of its original soundtrack and memorable music. The programme carried a curiously ambivalent message - fantasy excitement in the pictures and dour foreboding in the commentary - ultimate scientific power as playthings in the hands of children.

There is a danger that too much examination of what is appalling in the real world could leave pupils with a sense of impotence alongside the anger. It brings teachers face to face with the need,

to work out what kind of action young people can reasonably take. *Korwin*, an outstanding documentary from the Netherlands, tells the story of a Caribbean lad adopted by a Dutch family since early childhood. He was murdered by a "skinhead" gang on the streets after a trivial quarrel, and left lying in the gutter when a passing taxi refused to take him to hospital.

The story is told by his white brother and sister, voices hardened by cold anger, talking around unanswerable questions over home video pictures of Korwin playing in a suburban garden swimming pool. But the film goes beyond the story of the incident. It shows also the attempts of the family and schoolfriends to engage the skinheads in a *rap*et dialogue.

Concerning racism was not enough, its causes both social and cultural, had to be sought. Arguments for change of attitudes start from very small understandings. Passionate resistance to injustice does not by itself create the circumstances for rebuilding social values. In Holland, *Korwin* became a symbol, standing for something much more positive than the memory of an appalling incident.

Television is a powerful medium for carrying subtle messages. The video art-form at its best, whether in drama or in documentary, can readily play through cathartic events in the human situation, and can model outcomes and even solutions. But although educational broadcasters cannot be active participants in political events, they will inevitably reflect the failures of "peace" in the real world. Viktor Novikov, a deputy head in the Soviet TV education department, responded to a public challenge from me, saying: "I find it difficult to talk about Afghanistan, and I'm sure Christopher Jones, my English friend here, will find it equally difficult if I ask him to talk about the Falklands or Northern Ireland."

Ironically, I had indeed been directly involved in the hasty review in 1983 that had followed a high-level attempt to prevent the transmission of Jan Needle's newly commissioned play for schools TV, *A Game of Soldiers*, set in the Falklands campaign. The significant difference was that none of us in this corner of Western European broadcasting is yet bound to represent government interests, nor indeed to claim any authentic understanding of government attitudes.

But East and West share aims in educating towards "peace" that are not necessarily hostile to each other. I recall the striking ambition I heard expressed at a peace education conference in London this summer: that every child going through school should have the opportunity of at least one altruistic experience. The remark, and one of several television programmes I took in my bag to Eger, make the point. It was a Central TV film, called simply *Families*, and gently illustrated for six and seven year-olds not only the warmth and mutual caring of family life, but the instinctive sense of interdependence in insect and animal communities. It is an example of positive modelling that television can be quite good at.

There are differences of viewpoints and failures of politics that divide us. But no education about peace could be sustained unless there is a social and moral framework on which to build. And East and West have enough of this in common to recognize simple starting points.

Christopher Jones is deputy head of educational programme services at the Independent Broadcasting Authority.

Latest haunts

Loss leader

Robin Buss

War baby

Jim Weir

W S Brownlie

That obscure tract of central France, where even today you might still come across a village shop with earth floors like Uncle Firmin's, is alive for us because it was so brilliantly alive for him. He himself had seen "the tiny bulls-eye of light" at the end of some dark green tunnel in those unfathomable woods, he himself felt the warmth and breathing of his mare as, like Meaulnes, he pressed through into a clearing.

Things which are so moving, but could easily have been so trite, make hard work for translators. Think of

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BOOKS

Time for a change of emphasis

Sociology, Education and Schools: an Introduction to the Sociology of Education. By Robert G. Burgess. Batsford Academic £7.95, 0 7134 1017 5. £14.95, 1016 7.

Options in the sociology of education have long been a staple of most sociology degree courses in this country and students have, in the past, gained good service from general introductions to the subject such as those written by Olive Banks and P. W. Musgrave. Many of the topics covered by these authors have now been revised by Robert G. Burgess who, in *Sociology, Education and Schools*, has written a textbook which covers a large amount of material with admirable lucidity and thoroughness. Most topics of concern to those interested in this branch of the discipline receive some attention, and copious reference is made to literature relevant to the subject being discussed. Burgess provides an up-to-date bibliography and, at the end of each chapter, there is a list of books and empirical studies for further reference. Clearly, the author

has worked hard to furnish the reader with a useful summary and there is no doubt that he has succeeded in doing so. Many students will derive great benefit from reading this book.

Which is not to say, of course, that the book is entirely without fault. Certainly, Burgess deals with the major issues in the sociology of education - gender, race, the curriculum, social mobility, teaching as a profession - in a manner both brisk and competent. On the other hand, there are times when an agreeable briskness draws uncomfortably close to becoming irritatingly brief, so keen seems the author to move to the next topic.

A good example of this is when Burgess cites the work of Bennett *et al* on the effects of open plan design on teaching and learning in the primary school. We are given the reference and the research topic, but not the findings - an annoying gap which could have been rectified by the addition of an extra sentence or two. Again, in his discussion on social class and educational achievement, Burgess makes reference to the observation by Halsey and his colleagues that working-class

boys who "survive" in school compete equally with boys from other social classes. But nowhere is there any indication as to why some prosper while others fail by the wayside.

More seriously, perhaps, Burgess's account of the race and language issue - with special reference to the likely educational consequences of the use of what is sometimes called "non-standard black English" - is markedly deficient in that it fails to point out that the use of such an "anti-language" is all too often a means whereby black pupils signal their rejection of a white culture from which they consider themselves irreversibly estranged. As with many other commentators, Burgess resorts to quoting the conversations between an interviewer, J.L. and Larry, a young Harlem Black, to show that non-standard linguistic forms can be used to explain issues of some complexity. But this is surely only half the point. The political purpose of using such language is one that is increasingly being recognized, and Burgess should certainly have devoted some space to this.

But these are the only blemishes of a book which, taken as a whole, is one of the best of its kind to be published in recent years. Aside from its clear organization and presentation, it gains enormously in value from a last chapter, "Sociological Enquiry and Educational Studies", in which the author rightly stresses the pressing need for a change of emphasis in the sociology of education. His own book well illustrates a British investigative tradition that has concentrated so often and so closely on the same topics that they have become almost a dully predictable litany of sociological obsessions.

Burgess agrees with Archer, as well as Salter and Tapper, that a more general systems approach - one that widens the focus to include, among other things, the politics of educational decision-making - is badly needed. Amen to that. Let us hope that the next generation of students of this subject will be the first to benefit from a recommendation of the timeliness of which is amply confirmed by the contents of this book.

Laurence Alster

Moon men

Siegfried Sassoon: Letters to Max Beerbohm and a Few Answers. Edited by Rupert Hart-Davis. Faber and Faber £9.95, 0 571 13869 1.

Siegfried Sassoon was on convalescent leave when he first met the incomparable Max in 1916. He was instantly charmed. Henceforward, Beerbohm was to be his prime aesthetic hero. He visited the famous Villino Chiari at Rapallo and, on Beerbohm's rare visit to England, entertained him in his turn. The friendship was kept in excellent repair right up to Beerbohm's death in 1956, when Sassoon broadcast an eloquent eulogy.

As a man and writer he could not unreservedly admire Beerbohm was obviously good for Sassoon, ameliorating the rancour and melancholy that darkened some of his *Collected Letters* (also edited by Rupert Hart-Davis) and stimulating the warmth and gaiety that illumined others.

This is a slim volume, heavily weighted in Sassoon's favour as Beerbohm, a reluctant correspondent, seldom wrote back. However, his reported remarks are characteristically enlivening. H.G. Wells's novels are "like collapsed bladders"; and Galsworthy "does the old under beautifully" but is hopeless with young love - "nothing but moons (new, gibbous, and full), roses etc."

Both Siegfriedians and Maxites will want this book and will, once procured, enjoy it keenly.

Martin Fagg

Caretaker

A Stone's Throw: Travels from Africa in Six Decades. By Genesis Hamilton. Hutchinson £14.95, 0 09 163910 8.

Genesis Hamilton belongs to that tradition of intrepid female travellers which includes Lady Worsley-Monaghy, Hester Stanhope, and Freya Stark. She fell in love with Africa (like her friend Tanya [Kurek] Bilke before her) in 1922 and remained so until 1981, when "utterly disillusioned" she concluded, "England is still the best country I know."

She loved the Muslim, who called her "Kermadish" (She Who Takes Care of Everyone), and farmed at Ndriti, brought up children, went through three husbands, and travelled extensively: to Jerusalem, Luxor, Petra, Spain, Russia, Istanbul.

She has the natural archivist's eye for detail: fleas on the Walling Wall, the colour of the Pope's eyes; and the graphic journalist's power of description of people, places, or events, whether a garden-party or a family's gruesome murder by Mar Mar.

These extracts from her diaries cover the years 1914-1986, and form a fascinating picture not just of one woman's adventurous life, but of the history and changing geography of much of the modern world.

Richard Ormrod

Politics and Ideology in England 1640-1649. By J. P. Sommerville. Longman £6.95, 0 582 49432.

The 17th century remains one of the most contested periods of English history. This book, concerned with the relationship between political principles and political practice, aims to provide more light on the subject rather than fuel the heat of debate. It provides an inclusive re-examination of the theories of divine right, government by consent, and the ancient constitution, and relates them to both the crisis and routine affairs of political and religious life under the first two Stuarts.

For evidence, it relies less on the great political writers of the period than on the lesser (sometimes anonymous) writers of tracts, pamphlets, sermons and speeches. Though in one sense the long-term ideological origins of the Civil War are concealed here, in general terms the book's interpretation of these decades as developed in the Victorian period, by Gardiner and others, is firmly rejected.

R. C. Richardson

Artache

The New Art History. Edited by A. L. Rees and F. Borzello. Camden Press £5.95, 0 948491 07 8.

Art history has lost its innocence. Not until the Thirties was it accepted in this country as a subject for academic study, and as a discipline it has only recently come of age. It is currently the focus of intense debate. Much that in the past has been tacitly assumed is being scrutinized. One question being asked is: What is art? According to Victor Burgin, the very term "art history" should be replaced with "visual representations" - in order to encompass all kinds of imagery and to break down the barrier between "fine" art and mass culture.

Art history can no longer be regarded a dilettante occupation, disinterested and apolitical. Nowadays it is seen to be a practice which can either uphold or deconstruct the authority, idealism and elitism sustaining the class struggle in contemporary capitalist society. Even if there is a degree of consensus that some objects are more worthy of the label "art" than others, the question still remains: how do we study them?

This question underlies all 17 essays in this book. Most are written by art historians who hold teaching positions within universities and polytechnics and who tend to assume that the audience for this book will be found chiefly in their classrooms. Certainly anyone teaching or studying art history will gain from this book, though it offers no single recipe for "new" art history and instead presents conflicting points of view. In general it promotes a socially responsive art history; context takes precedent over aestheticism; ideological enquiry is deemed more important than the artist's intention. Theoretically renovated art history despises connoisseurship and stylistic analysis and instead draws on feminism, structuralism, psychoanalysis and other socio-political ideas.

Art, according to one contributor, is now seen as "a historically located rather than a hierarchically private act". The art object is no longer pre-eminently a thing to be taken in the construction of social reality. At its most reductive, "new" art history seeks to illustrate sexual oppression, class war, imperialism and so on.

Fears are expressed even in this crusading book that the new art history is fast becoming a new academicism. More likely new art history will cause a review of the old, with good effect. There is also a suggestion that "new" art historians want to retain a belief in the particular expressive or aesthetic content of art which resists socio-political theorization. Even when it answers questions that are left unanswered, this book remains a satisfying provocative read.

Frances Spalding



The Temple of Ptah, Karnak

After Alexander

Egypt After The Pharaohs. By Alan K. Bowman. British Museum Publications £16.95, 0 7141 0942 8. **The Pyramids Of Egypt.** By I. E. S. Edwards. Viking £16.95, 0 670 801534.

Ancient Egypt's political significance did not end with the decline of the Pharaonic dynasties. Dr Alan Bowman's *Egypt After The Pharaohs* is an exploration of the social, political and economic history of Egypt in the near thousand years of Greek, Roman and Byzantine rule, from the invasion of Alexander the Great in 332 BC to the Arab Conquest in AD 642.

Under this foreign rule Egypt may well have experienced its highest level of prosperity and development until as recently as the 19th century. A 4th-century chronicler writes of Alexandria as a city "rich, wealthy and prosperous, in which no one lives in idleness... everybody at all times seems to be engaged in some craft or profession... Not even the maimed live in idleness." For the ancient world this was indeed high economic sophistication, the result no doubt of the very bureaucratic form of Ptolemaic administration whose main concern was the maintenance of a powerful and wealthy monarchy by means of a strictly controlled economy. One unusual aspect of this was the high level of monetarism in Egypt and the wide spread use of coined money, even among the lower social classes, unequalled elsewhere in the ancient world.

Although the arrival of the Greeks created, in effect, a new dominant élite with their own cultural identity (Cleopatra VII, the last of the

Ptolemaic monarchs, was the only ruler to speak the Egyptian language) they had a great respect for Egyptian culture and heritage, and were initially met with little native hostility. These early rulers built a road and canal network connecting with the Nile, which facilitated trade, increased mobility, and led to a wider spread of native and foreign culture. Though Greek and later Latin, were the languages of officialdom, the Egyptian tongue survived throughout the millennium in several forms: demotic, hieratic, hieroglyphic and Coptic, a form of demotic written in Greek characters and widely used in Christian literature. As the centuries went by, hostility to foreign domination inevitably grew. Demotic became increasingly common in the form of Egyptian nationalist literature, notably in the "Demotic Chronicle" of the 3rd century AD and the slightly later "Oracle of the Potter", which foresees "that will be the end of our lives when Egypt shall see the foreigners fall like leaves from the branches." Despite social and cultural integration between the races and the lack of any formalized "apartheid", the Egyptians were only too aware of the need to preserve their own distinctive identity.

Religion lay at the core of Egyptian life. Pagan temples were used not only for worship but also as village social centres for weaving, housing, market stalls and even brewing. Indeed, Dr Bowman argues that it was the early Egyptian pagan priests with their distinctive dress and ascetic lifestyle who were the true forefathers of modern monasticism. The most significant religious event of this period, however, must be the rise of the Christian Church in 311, the official persecution of the Christians under the Roman

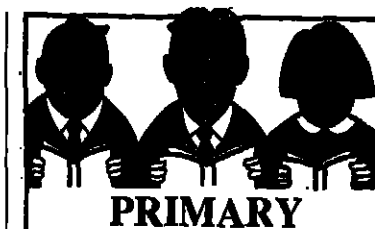
ceased with the Edict of Toleration, followed in 313 by the Edict of Milan, which restored the Church's property. The Church gradually gained in wealth and power, raising concern over the welfare of the poor and influencing native Egyptians through the increased use of the Coptic form. Christianity of other Mediterranean countries of the period, but a gnostic embracing pagan and Jewish elements as well as in this Coptic Christian magical invocation: "Hos, Hos, Phor, Eleoi, Adonal, Iao, Sabaoth, Michael, Jesus Christ, Help us and this house: Amen." A 4th-century letter states of the Alexandrians: "they have only one god - Mammone. Christians, Jews, everyone worships this divinity."

Egypt After The Pharaohs is based on a wealth of surviving documents, maps and papyrus texts of the period, many fragments of which are included among the extensive range of photographs and illustrations included in the book. Black and white appendices, with footnotes, maps and appendices, of this book presents a fascinating overview of Egyptian life under foreign rule. For those interested in earlier Egyptology, the newly revised edition of Dr I. E. S. Edwards' *The Pyramids of Egypt* is invaluable. First appearing in 1947 and extensively revised in the light of new discoveries and excavations, it shows the history of the pyramids from the earliest "mastabas" and step-pyramids to their eventual decline, detailing, with the help of diagrams and photographs, both their construction and use as funerary monuments and their wider religious and spiritual significance. This scholarly masterpiece remains a classic.

Rachel Neaman

Variations on a theme

Gerald Haigh samples some hardback fiction series



PRIMARY

from the distinguished pen of Angela Bull, who tells a fascinating tale of a stormy night, a village inn, and a mysterious group of visitors.

Also from Hamish Hamilton come Cartwheels, aimed at much the same target as *Gazelles*, but a bit shorter and a lot more colourful. These are jolly books, well presented and well illustrated.



There is now a bewildering choice of recently presented series of hardback books for young readers. In fact there are too many for teachers to read in my critical depth, with the result that whole series are bought on the experience of one book. Children too will often go for a book with a familiar logo, having been pleased with another in the series.

All this of course, places a serious responsibility on the publisher, and on the whole they manage very well. Clearly some titles will be better than others - these are books, after all, not chocolate bars - but I perceive no dress and little mediocrity in this present pile. And in any case if children come to see variation beneath outward uniformity, then this very process is surely educative in itself.

Hamish Hamilton's *Gazelles*, for beginning readers, and *Antelopes* for those at the next stage, are old favourites with a high degree of reliability. Each of the *Gazelles* in this latest batch comes from an author with a track record in the series - Sheila Lavelle's accomplished child Ursula makes a re-appearance, and there are two more funny stories from Marjorie Newman who has made me laugh once or twice already in this series. The new *Antelopes* include two historical stories, one from Elizabeth Renier, who catches with the atmosphere of a Devon fishing village threatened with the loss of its shingle bank, and one

with - a title to conjure with - but there are no duds, and teachers can buy in the lot with confidence.

The four new *Kestrel Kites* - also for the seven to nines - include a reappearance of Mr Majicka, the supernatural teacher of Class Three. I confess to finding the humour of this one a bit laboured, and much of the school detail unconvincing. I rather preferred the village school of Alexa Romanes' *Red Letter Day*.

Hodder's Hopscootch books are very attractive - albeit in black and white - but also rather expensive at £4.50 for less than 50 pages of largish print with plenty of pictures. They are also, if these titles are any guide, a bit heavy on witches and magic, which I prefer in doses ranging from tiny to minute. This is partly because I feel so many magical solutions to be a bit of a cheat, like the famous *Dallas Dream*. Neither am I sure that dressing a wart hog up and making it into a zoo keeper is going to do much for a child's respect for animals. Altogether a little too much twopenny in this series for my taste.

I always feel that the premiss implicit in the title of Methuen's *Read Aloud Series* is a bit misleading, and I advise teachers not to be put off but to judge them simply as books suitable for middling junior school readers - it is certainly true that they can successfully be read aloud to much younger children, but then so can lots of other books, including the Bible. Once again there are witches, dragons, monsters and magic, but I rather liked *Ali and the Robots* which is - and how often do you come across it? - science fiction for the younger reader. The *Ali* of the title, by the way, is black and a girl. Also in the series Pamela Oldfield's *Toby and the Donkey*, untwee and right in its attitude to animals - in any case, of being a good story.

For middle to upper juniors, but still illustrated and consciously jolly, are *Black's Crackers*. This one by Jeremy Strong is up against my implacable prejudice against all martial arts, which I consider to be violent and emotionally unhealthy. Jeremy Strong would not have written a book about a smoking princess; why write one about a princess who does karate? Still, if you are free of such feelings, then this is an exciting and event-filled tale.

Anderson's *Young Readers' Library* brings before older juniors a wide variety of full length books. This selection ranges from the manic ghostliness of *Grandma and the Grownies* to

the off beat mystery of *The Toothless Wonder in the Tower*. There is some patchiness here, though. I was entirely unconvinced by *The Crimson Crescent* which is about a yoghurt factory and a fairly stereotyped Arab sheik. Hazel Townsend has done better, I suggest.

Jenny and I live with our mum. Dad lives on the other side of the town, and Jenny and I go there every Saturday. We look forward to it all week." Thus begins, in true contemporary style, Hamish Cole's *Our Horrible Friend*, a new Julia MacRae Redwing story around the kind of marital dog's breakfast which all too many children have to cope with these days. I felt it ought to have ended with all the adults cowering in a vat of slime. *Kir hi Bae*, the other Redwing, is a sequel to *Kir*, about a girl and her family who live in a remote spot in North Yorkshire. I was quite captivated by this story of a farm girl and her crochety but golden-hearted father going to a wedding in London. Two good ones here.

Yet more dragons; yet more magical goings on in Black's *Cumet*. There is inventiveness, however, and some unusual twists including Robert Leeson's giant who has a monstrous belly-ache brought about by living the wrong sort of life. *The Spacechill* is another harmless SF farrago with bags of technology and bug-eyed monsters. Plenty of entertainment, in all three, of a modest but acceptable kind.

Finally, two *Leapfrogs* from Hodder. Barbara Wilson's is a collection of short stories about (going) dragons, fairies, witches, mermaids, and all manner of fairytale creatures. *Hurry Home Mrs Buffy* is a tale of technology and magic involving a robot and some magic spells. There is originality in both these books and this, combined with their good presentation, will mean their ready acceptance in the junior classroom.

There is a case, on grounds of presentation and durability, for buying hardback fiction of this kind for school. The one thing which all of these books had in common was the quality of their production. Every child deserves to handle a "real" book for at least some of the time.

Pieces of history

A Children's History of Britain and Ireland. By Christopher Wright. Illustrated by David Salariya. Kingfisher Books £9.95, 0 86272 220 9.

"Who came first, the Victorians or the Vikings?" It's possible for children to spend considerable time on well-planned historical projects, to visit museums, build databases from local archives, re-enact past events, speculate about the interpretation of styles of building and collate oral testimony; to work in the best modern way with judgements, hypotheses and concepts rather than inert facts, dates and abstractions; and for them still to be confused about the basic features of chronology. There are reasons for this beyond classroom organization. It's now agreed that the sense of temporal sequence and duration, and concepts like *generation or century*, take longer to develop than was once thought. So naturally primary teachers are chary of work that departs as far from personal experience as learning the dates of kings and queens, and most teachers now recognize the dangers of nationalistic tales that model a people's history on the story of the powerful alone.

In this, schools reflect the academic world where the deconstruction of the coincidences of "English history" into general terms has been the fashion for some decades as developed in the Victorian period, by Gardiner and others, is firmly rejected.

For evidence, it relies less on the great political writers of the period than on the lesser (sometimes anonymous) writers of tracts, pamphlets, sermons and speeches. Though in one sense the long-term ideological origins of the Civil War are concealed here, in general terms the book's interpretation of these decades as developed in the Victorian period, by Gardiner and others, is firmly rejected.

listie period. There is the scorn of the *Annals* school for *Plutarch's* *Armenians* and the structuralist's taste for the synchronic rather than the diachronic slicing of time. Yet professional historians can afford to ignore the need to tell a story partly because they've already been told it themselves. The possibility that children could grow up, never learning their country's history explicitly as a whole but piecing it together from the delusive nostalgias of television costume drama and the prejudices of popular myth, is a disturbing one. A book that recounts that history while keeping free from Whiggish certainties about progress or more recent teleologies will deserve a place in a class library.

A welcome, then, for Christopher Wright's imaginative attempt to do it in one handsome volume. He's aiming at the confident reader of nine and upward, and he moves from the birth of civilization to the miners' strike and the Tottenham riot. He proportions his account so that the first quarter takes us to the Anglo-Saxons, the second to Chaucer, the third to Cromwell and the last to the present. The book is rich in illustrations of all kinds and has an excellent booklet of historical fiction arranged by period. There's no list of dates or similar time-chart but readers will at least know what century they're in. Wright fulfils his promise to go beyond England; there's quite a bit about Wales and Scotland, while Ireland is continuously appearing from the time of Henry II as a victim of English power and indifference. He generously finds room for John Ball, the Lollards and Diggers, Orator Hunt and Emily Davison as well as more traditional figures, though Queen Victoria herself is squeezed out by contemporary reformers and scientists.

Wright is also at pains not to spare his readers the problems of interpretation by submerging them under the smooth flow of narrative. The book's treatment of Magna Carta, Mary Tudor and Cromwell shows that religious and political arguments will affect the sense that's made of history, while the accounts of the Highland



English Puritans arriving in New England in 1620

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Fancy that

The Fancy Dress Party. By Gillian Klein and Simon Wilby. Second edition. Methuen Educational. Set of five titles with teachers' notes £6.95, 423 50920 9.

In this series of books for the very young Yvette decides to dress as a carnival butterfly. You've guessed it... she is of Afro/Caribbean descent. Amarjit is a Sikh soldier replete with kirpan and a princely turban. It was a relief that he was not permitted to go as Oura Nanaki Teresa is a matador... yes, she's Spanish. Lai Chun and Lai Kit dress up as traditional dragons. Yusuf has chosen to go to the fancy dress party as Nasreen.

When, oh when are we going to get away from stereotyping? Sadly, the foods the children take to the party are also stereotyped. Two cultural aspects, intended no doubt to teach children something about different cultures, could well be counter-productive for all children. They reinforce stereotyping and are likely to embarrass black children.

Gillian Klein has, however, provided an invaluable separate booklet of teacher's notes with the children's mother tongues, the references to celebrations, recipes for foods mentioned and a useful bibliography.

Tom Deveson

Sushella Stone

Period charm

The Infernal Machine. By Jean Cocteau.
Lyric Theatre, Hammersmith.
Tons of Money. By Will Evans and Valentine.
National (Lytelton) Theatre.
School's Out. By Trevor Rhone.
Theatre Royal Stratford East.
'Allo 'Allo. By Jeremy Lloyd and David Croft.
Prince of Wales Theatre.
Dave Allen - Live.
Albany Theatre.
Elizabeth - Almost By Chance A Woman. By Dario Fo.
Half Moon Theatre.
To Be Shaw. By Andrew Holmes.
The Man In The Moon Theatre.

The Lyric restores another reputation: first Loren, who Cocteau, whose *The Infernal Machine* is the best thing seen in the past three weeks. Retelling the Oedipus myth as a dazzling blend of high-camp comedy and heart-stopping tragedy, it shows clearly how it was possible, in some quarters, to dismiss him as an intellectual glibly and how wrong that judgement was. Brazenly homosexual, opium addicted, unrelentingly self-advertising: could he be serious for all his astonishing artistic talents? He could and he knew what he was doing plundering the plays of Sophocles and Shakespeare's *Hamlet* to create a masterpiece. One which captures the edginess of the Thirties, poised uneasily between laughter and tears, looking for a strong man to establish order.

Tons of Money is another period



Maggie Smith and Robert Eddison in *The Infernal Machine*

piece. In 1922 it established the legendary Aldwych farces and (despite critical abuse) The National was right to give it a go. The convoluted plot hinges on an inheritance and a faked death raising three rival claimants to the estate. It has long been, but Alan Ayckhourn's spot-on production, beautifully acted in period style, is full of inventive comic business producing roars of laughter - especially in Act Two.

Simon Cadell and Polly Adams make a splendid sly-sly and his spendthrift wife; Michael Gambon and Diane Bull are hilarious as Ousainou do-Sprules, the butler, and his parlour-maid innamorata. Everyone works hard to keep the balls in the air, but it's like playing snowballs in the Sahara - suddenly there's nothing left to play with. Nothing much to play with in *School's Out*, Trevor Rhone's comedy extravaganza. Seven schoolteachers are thrown together in a stinking, disordered secondary school staff room in Kingston, Jamaica. The new man tries to improve things only to be driven out by the forces of reaction (educational and religious), apathy, jealousy and ignorance. Good actors are wasted on stereotypes. Most of the comedy springs from the antics of a black teacher of incredible ignorance and stupidity. My companion, a Hackney teacher, thought it offensive, racist even, but for the fact that Rhone is a Jamaican, I thought it desperately funny.

No accounting for public taste when

'Allo 'Allo plays to full houses on tour and packs a West-End theatre: the audience receiving their favourite television characters with whistling and cheering on entry. The customers loved this witless farrago of smutty innuendo and gross overacting centred on the French Resistance in the Second World War: well, Vox Populi.

Dario Fo's genius is to put "Commedia" skills to political use, making authority look ridiculous. In *Elizabeth* he turns to our Virgin Queen, presenting her as "the English Pope", a slatternly temptress, living in filth, crazy for Essex's love. Iconoclasm quickly degenerates into obscenity. Only Dame Grossady (Bob Mason) is imagined - an amalgam of Dr Dore and Professor Stanley Unwin of Variety fame.

Pleasant, then, to recommend *To Be Shaw*, a run-through of GBS's public life, cleverly compiled from his own works and writings about him. Four young actors, skilfully directed by Andrew Holmes, make it a delightful Eng Lit crib.

John James

Television

Channel vision

Publishers sell books to readers and producers sell films to audiences, while, in a free market system, what television networks sell are not programmes to viewers, but audiences to advertisers. With the audience as the commodity being marketed, there is a strong incentive to maximize it and to aim for minimal costs: the programmes that achieve this most satisfactorily are variety shows, game shows and soap operas, so the result of the Italian experiment in free commercial television has been a diet of these, with the addition of late-night pornography, according to *The Television Explosion* (BBC1, November 11). The free market has not even resulted in more competition, in the long term, because the initial proliferation of small independent stations soon gave way to consolidation in the hands of one major entrepreneur.

Of course, the BBC has an interest in proclaiming the benefits of public service broadcasting, post Peacock, and its 50th anniversary has given it plenty of opportunity to do so. Television and Number 10 (BBC2, November 12 and 13) showed that the political coverage which we now take for granted was the result of long struggle against the hostility of governments and the incredible 14-day rule that prohibited discussion of anything due for debate in Parliament over the following two weeks (in effect, an important issue). To be fair, the programme acknowledged the major contribution made by independent television to the achievement of freedom of information through television and to the style of television journalism. ITV also started in Television and Foreign Reporting (BBC2, November 15) imagined - an amalgam of Dr Dore and Professor Stanley Unwin of Variety fame.

Pleasant, then, to recommend *To Be Shaw*, a run-through of GBS's public life, cleverly compiled from his own works and writings about him. Four young actors, skilfully directed by Andrew Holmes, make it a delightful Eng Lit crib.

Whatever life was like in the slum, it probably represented a vast improvement on the comforts of the desirable residences of the Middle Ages, according to *Timewatch* (BBC2, November 11). This glimpse inside the medieval home would have destroyed any romantic illusions about a period when windows were not standard fittings and brimstone was the common result of sitting in smoky rooms with your face to the fire and your back to the English climate. Toothache meant a visit to the blacksmith, who had the right tools and muscles to dislocate your jaw and, if sitting on stone floors gave you piles, there are some charming miniatures illustrating the treatment you could expect from the local quack. He probably greeted you with "How are we feeling today?" just like the doctors in Dennis Potter's *The Singing Detective* (BBC1, from November 16). More of that later in the themes, nostalgia, detective and physical and mental disease, more or less sum up the week.

Robin Buss

Old Man Grouse

The Old Man of Lochnagar Whirligig tour

In the hands of David Wood, what started life as a slight piece of ghoulish whimsy by the Prince of Wales has become what can only be described as a big show.

No children are invited on the stage nor, sadly, is there a song-sheet; but in every other respect *The Old Man of Lochnagar* functions as a traditional pantomime. There are songs, of course (when was there ever a David Wood show without songs?), lots of jokes about bottoms, and several good, old-fashioned transformation scenes. There is a villain to be killed in the shape of the diminutive Giant Gormless; there is even an underwater ballet.

In among all this the actual story is almost incidental. For those unfamiliar with the Royal Highness's story, it starts off with the tetchy Old Man Grouse his housekeeper (a couple surely based on Tannock and Cameron and Janet) discovering that the heather outside their cave is no longer purple. The reason why soon becomes clear: Giant Gormless is abroad, determined to capture the gorms whose job it is to fly over the Highlands spraying on the colour from their heathercoopers. The Old Man decides to help them and, aided by three walking haggises as well as a giant pig Egle, he sets off to find their grove and underwater ballet.

Running two and three-quarter hours, *The Old Man of Lochnagar* is hardly a short show, but it has the same tremendous pace and professionalism which have marked David Wood's previous Whirligig productions. At

Sadler's Wells Theatre in London it kept 600 or more eight and nine-year-olds happily engrossed until the very end. It seems bound to do the same when its nationwide tour comes to an end with visits to the Arts Theatre, Cambridge (week beginning November 25), the Opera House, Buxton (December 2) and the Oxford Playhouse (December 8). Further information: 01-947 1732.

Hugh David

Enter Lear

King Lear. By William Shakespeare. New Victoria Theatre, Stoke on Trent.

The Leirs of Stoke live in a bare world with a dress sense to delight Malvolio (clearly preferring to go warm than gorgeous). Their court processions trudge funnily to flip-synthetic failures.

What saves this production from being just another grim fairy tale is the keen sense of strife with the Leirs. Peter Cheeseman's production does everything for Goneril and Regan who seem at first justified in their irritation with the old man who won't shut up. And David Bowen's stubborn Kent barks out principles when a little give-and-take would be only reasonable.

Clive Swift's Lear enters limping, pausing for breath mid-sentence. Later, at Goneril's, he enters laughing from some prank. It is a convincing picture of an old man as foolish in his daily behaviour as in his lack of self-knowledge.

The trouble is, neither performance nor production have far to go after the interval. At Dover, Lear enters (there seems a lot of entering during the evening) like an aged hippy high on magic mushrooms, while his daughters suddenly go beyond short-temper to become murderers - Regan personally hacks the servant who protects Gloucester, while Carry Clubb's Cor-

Likeness

Mr. Ramsden. Further performance of King Lear November 24-December 6. Ticket Office (0782) 615962.

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Bouncing couplets

Tartuffe. Swan Theatre, Worcester.

The American poet and critic Richard Wilbur is well known for his handling of Molière's verse and his translation gives this production a head start. The couplets bounce lightly back and forth between the actors, one speaker often completing the rhyming scheme for another.

The cast work skilfully to break up the insistent rhythm of the couplets, though, in one or two instances they allow too broad a touch of comedy to mar the integrity of the characters they've created.

Leon Tanner suggests the psychological twists of personality which lie beneath Monsieur Orgon's obsessive admiration of Tartuffe (David Monico) who moves from oily ingratiation to unbridled lust and finally infuriated spite when discovered with Madame Orgon - a coolly poised performance from Eunice Roberts. Karen Bartlett's crisp, uncluttered settings complete John Gimmán's polished and incisive production.

A studio workshop on the play, for sixth formers, has been arranged for November 24, and a "play school" on November 27, when talks from the production team in the morning will be followed by a matinee performance.

Ann Fitzgerald



Michael Croft

Michael Croft, founder of the National Youth Theatre of Great Britain, died suddenly last weekend at the age of 64. The NYTTB was 30 years old this year and Croft had planned to retire soon. It had all begun in 1956 when some enthusiastic pupils of his at Alton School in South London persuaded him to go on with their school theatre activities in the summer holidays. Out of that enthusiasm grew a movement which has spread throughout Britain, changing the relationship between theatre and young people for good. The NYTTB has become an institution, offering numerous productions - classics and new plays - as well as workshops in several venues over the summer months. Similar companies have sprung up in the regions.

Some NYTTB players have become famous - Simon Ward, Ben Kingsley, John Stride and Helen Mirren among them - but Michael Croft's purpose was never to run a stage school; rather he sought to give keen young amateurs an experience of theatre which required them to attempt professional standards.

Michael Croft was a combative, outspoken man. He had a long-running battle with the Arts Council over their refusal to subsidize what they saw as purely an educational venture. Youth theatre has lost a unique driving force.

Heather Nell

When a man dies, Unamuno asked, how is he different from these characters that we despise as mere fictions? What applies to the Spanish picaresque novel is true, but more so, of soap opera. If Letitia Dean and Paul McElduff had topped the charts with the *EastEnders* record, would it have been as themselves, or as Sharon and Colin? There is a number to ring when you are concerned about your acquaintances in Brookside Close or Albert Square and one of them will be on the end of the line, ready to give you the latest news. Part of our enjoyment of soap opera comes from this overlapping of fiction and reality, the illusion that the characters we see developing week by week have independent lives. Their problems are ours, at one remove, and the possibility that they may become more "real" than the banal events of every day, partly explains the unease many people feel about the lure of television soaps. It also excuses the insistence of those who make them that they take a "responsible" attitude to the construction of our dreams.

"Basically, I believe it's possible to cover any subject on TV provided you're responsible in the way you do it. We did a lot of research... We always contact a major authority." Julia Smith, *EastEnders* producer. "One of the producers' moved instincts is to provoke discussion through the medium of entertainment." Cheryl Wilson, BBC Publicity.

As anyone who watches will know, *EastEnders* is about problems, but not only about problems: "people don't remember the ordinary, everyday happenings", producer Julia Smith said when I spoke to her. "What you remember is the thing that made you think." And the problems recently have been mainly to do with young people. We have had Michelle's pregnancy, lasting the full nine months of "natural time", her engagement to Lofy, broken off at the altar, and her attempts to cope with these crises while looking after a new-born baby. It is hardly surprising that the weekly hour of broadcasting time seems to have left little room for Dot's court case or, until recently, Albert's financial worries.

This will change. "All the component groups take their turn," Julia Smith assured me over the phone as she coped with her own problem of temporarily both directing and producing the programme. I didn't even attempt to probe how or when the older generation will come back to the limelight: *EastEnders* plot secrets are guarded and only the BBC has the divine right to know futurity. Instead, I talked to groups of young adults, aged between 16 and 25, doing further education in south London, to find out how they perceive the programme, what they like and dislike, and what it means to them.

"Susan Tilly, who plays Michelle in *EastEnders*, looks at what it's like to be a young mother - or father - in real life." Radio Times, October 21 (advertising a discussion on teenage pregnancies)

"We chase to take the very positive view that if a girl of 16 makes a mistake, it doesn't have to ruin her life." Julia Smith, producer

I talked to them and, to focus their replies, got them to fill out a questionnaire. Of 33 who agreed to do this, 28 were regular viewers of *EastEnders*. They tend to discuss it with their friends but, despite the recent highlighting of the younger characters, do not consider it particularly designed for young people. They gave it high marks for "realism", more than three-quarters considering it either "very" or "quite" like real life. In some ways this is more surprising than it might seem in view of the producer's efforts to deal



Circling the Square

Robin Buss discusses 'EastEnders' with some everyday city folk

"The treatment of young children is utterly unrealistic. Women with children appear to do nothing all day... There are two babies in the Fowler household and... several episodes can go by with absolutely no sign of them, their nappies, prams, etc. This gives a false impression of what Michelle and Pauline's life would be like." June, 24

"Michelle has had to grow up fast, but she seems too grown up. And at 16 she thinks she knows it all, when in fact she knows very little." Georgia, 16

"I talked to them and, to focus their replies, got them to fill out a questionnaire. Of 33 who agreed to do this, 28 were regular viewers of *EastEnders*. They tend to discuss it with their friends but, despite the recent highlighting of the younger characters, do not consider it particularly designed for young people. They gave it high marks for "realism", more than three-quarters considering it either "very" or "quite" like real life. In some ways this is more surprising than it might seem in view of the producer's efforts to deal

"Debs and Dot are boring and unrealistic." Bernice, 16

"Debbie is unrealistic. Angie and Michelle are really good." Regan, 16

"It deals with actual, real-life problems in a very truthful way." Enoch, 16

with real problems in an authentic setting. The *East End* around Albert Square does not, in fact, correspond to the reality that most Londoners experience in their daily lives. The close-knit *EastEnders* community, with its sense of continuity around an extended family like the Fowlers, could be said to represent an alternative reality, a society which is experiencing evolutionary change rather than the decay and dissolution of much of the real *East End*. The feeling of realism seems to come more from the characters who, though not necessarily like people one knows, are convincingly acted and share our everyday concerns. The Fowlers do not deal in oil wells, lose their memories, get kidnapped or wake up to find that it was all a dream.

"Debs and Dot are boring and unrealistic." Bernice, 16

"Debbie is unrealistic. Angie and Michelle are really good." Regan, 16

"It deals with actual, real-life problems in a very truthful way." Enoch, 16

"Down to earth... it shows the life of people." George, 16

Not all the characters are judged favourably. Angie, Den, Michelle, Lofy, Pauline and Sharon meet with general approval; Arthur and Dr Legg, the two older men of the series, were least liked. Both appear harmless enough, and Dr Legg might be described as the ideal family doctor, concerned with all aspects of his patient's lives and always ready to help and advise.

The concept of "realism" is complex and people make sophisticated judgements around it, to do with identification, enjoyment of fictional characters and perceptions the messages that producers, directors and scriptwriters intend to convey. Den and Angie were seen as the strongest characters in the series, in terms of "personality" and characterization. Lofy was generally liked and Arthur more often disliked, while females were inclined to judge both of them rather more negatively than males.

"The characters seem to accept their place in society and it seems none are motivated to change this." Alex, 16

"A big inner city goes on for ever." Julia Smith, producer

"Dr Legg is not true to life as

nowadays there are group practices and less doctors to cover more patients. There is not the familiarity between doctor and patient as portrayed in the series" Jane, 21

"Boring... You always know what's going to happen next. It's a bit stupid, you might as well go into the streets" Marcus, 17

"Realism" also involves making allowances for the conventions of the genre. Believing that the series depicts "real-life situations" does not mean ignoring that these are carefully structured to hold the viewer's interest or that the makers of *EastEnders* may have designs on us, hidden as well as overt. Almost everyone perceives the stress on the importance of family relationships ("the East End matriarchal family," in Julia Smith's words) and the producers and stars have a heavy postbag, sometimes acknowledging the help that the series has given in coping with problems like cot death or sexual relationships. One mother wrote that she told her daughter about sex, because the series had helped her to talk to her identified with Michelle and the problem was thus focused on a neutral third party.

"The plots are different every time and every time someone or other is in deep trouble" Gurvinder, 17

"I like the drama of it all" Eva, 19

"Too many situations cramped together" George, 16

Is it educational, however? Some of the concern about the effects of television on young people comes from the assumption that they make literal interpretations of the messages they receive from the screen, while, in fact, research shows that even quite young children are able to discriminate between different levels of reality and to make complex judgements about them. As far as *EastEnders* is concerned, it has a large audience among young adults and many of them willing to talk about the issues raised by the programme and to analyse it in terms of representation, stereotypes, characterization and plot.

The BBC is preparing materials for media studies and English, to be used in the schools and colleges, with the help of an ILBA teacher, Rita Carey (who wrote about the project in *The TES* on October 3). The first of these should be ready in time for the autumn term 1987, and the way things are going, it seems highly probable that *EastEnders* will still be with us, mirroring the everyday problems of city folk.

"People ask: 'Why did you send the black girl to boarding school?'" Julia Smith, producer

"Very racist: the only child to fail his O levels was black" George, 17

"I think the way Naima is portrayed is quite racist, it shows her as an Asian in business who is quite brutal, she doesn't care who she hurts as long as she gets her way" Nicholas, 16

"The characters seem to accept their place in society and it seems none are motivated to change this"

Alex, 16

"A big inner city goes on for ever." Julia Smith, producer

Tuning up for the other big bang

Schools Prom 26, 26

It's tough being first at the Proms. The Bromley Youth Concert Band will swing into the opening bars of the Shostakovich Festival Overture to a tentative, reserved audience. By the time the Youth Orchestra from the Malvern Arnold Trumpet Concerto two nights later, nearly 1,200 young musicians will have appeared on stage at the Albert Hall and the audience will be cheering everything from Beethoven Quartet to the man who shifts the piano.

The range of music on offer this year is as wide as ever. There is music - serious (The Call of St Francis from Ludlow School) and not so serious (The Rivers, with music by

Lerner and Lowe and Sandy Wilson, from Wallace Fields Middle School) - a London madrigal choir, and percussion groups from Cornwall and Birmingham. All this on Monday night.

Tuesday is a standard night and there is another chance to hear Indian ragas played by the Sabota Brothers from Wolverhampton, a group that gets better each hearing. On Wednesday there is jazz from the EASY Band and a variety of chamber music from the Devon Schools Chamber Orchestra (in lighter vein with Holst and Gershwin), the Oaks Ensemble, who play a Mozart Flute Quartet, and the Barnet Schools Brass Quintet who offer part of a quintet written by their leader Jacques Cohen.

Regular attenders of Schools Proms are used to expect the highest standards and are always prepared for the unusual. Cornwall Youth Percussion Ensemble are repeating their mastery

performance of the Steve Reich Clapping Piece that was highly acclaimed at the National Festival of Music for Youth. And Britain is possibly the only country in the world whose *crème de la crème* (from Chethams, Manchester) will appear at the Albert Hall not with a string quartet but with a pop group called Four Wheel Drive.

Soloists often begin their career at the Proms and this year several of those who made it return. Robert Max, who first appeared at a Schools Prom at the age of 10, plays the Dvořák cello concerto. Gail Thompson sings with Midland Youth Jazz, and Evelyn Glennie plays the Concerto for Xylophone and Orchestra by Toshiro Mayuzumi in the final concert by Harrow Youth Orchestra.

Of course there is a danger to over-sentimentalize when the smallest member of the Orchestra Steel whams out William Tell or a beruffled tiny tot

announces in unmistakably Cleveland tones that... Grangetown Primary School is about to play an Elizabethan gavotte. But a second glance at the programme soon dispels the notion that it is all just a romp.

Where else but at the Schools Prom could you find the Poulenc Trio for Oboe and Bassoon on the same programme as a choir singing "Somewhere over the Rainbow"? It is the South Bank dream of a popular concert that fills empty seats and it is all the more remarkable when you consider that there is scarcely anyone in the audience or on stage a day over 18.

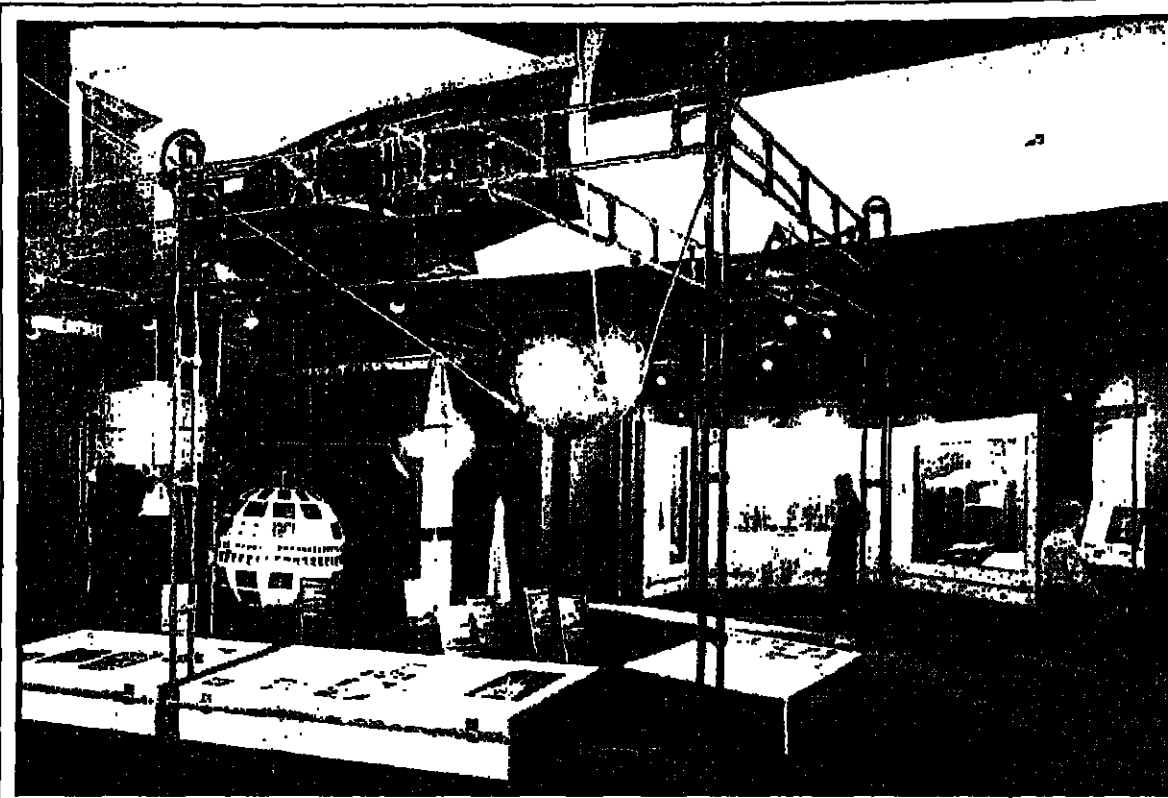
Philippa Davidson

The Schools Prom is sponsored by The Association of Music Industries, Commercial Union Assurance, Marks and Spencer and The Times Educational Supplement.

THE YOUNGSONG MUSICALS

SECONDARY AND MIDDLE "In Great Grandmother's Day" Drama of 1914/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/00/01/02/03/04/05/06/07/08/09/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/

RESOURCES



The eagle has landed

Victoria Neumark visits the Science Museum's Space Gallery

The Exploration of Space
Science Museum, London
Admission free.

As you enter the new permanent exhibition at the Science Museum you see a huge white rocket hanging in the ceiling. It is a 23m long American Scout satellite launch vehicle. On your left a diorama shows two 18th-century British soldiers lighting the fuse for an iron war rocket. As the accompanying booklet, *The Exploration of Space*, makes clear, the massive technical advances of two centuries have scarcely begun our journey into space. Unfortunately, some might think, we are ourselves little more forward than the redcoats who fired Sir William Congreve's ingenious missiles against the Napoleonic fleet. Attempts to use space rockets for the mail have failed but warheads in abundance can be propelled between the continents.

These dark reflections apart, the new space gallery offers a challenging experience for secondary school pupils. Younger groups would get less out of the careful explanations of the differences between liquid and solid

fuel systems, though there are some stylish exhibits, such as a Mekon (remember Dan Dare?) and a globe circle with flashing satellite lights which make their point to any age.

The section on "Man in Space" would also be suitable for all ages, featuring as it does replicas of the "Engle" Lunar Exploration Modules and Soyuz pitched on sandy terrain, and nipped-up glimpses into life inside the space ships. The "space naps" and plan of the toilet, complete with straps to prevent astronauts floating into space should arouse some kind of interest as should the sleep restraints and food arrangements.

The gallery is divided into eight sections, not very clearly distinguished. You advance from a "History of Spaceflight", including Chinese paintings of gunpowder rockets and dinky little models of German V2 launches to "How Rockets Work and What Rockets Do". A great variety of engines are shown and you can use computer graphics to plot your own rocket's flight. "Britain and Europe in Space" is a bit long on photographs and short on thrills, but our very own

Black Arrow is displayed and there is film of the Ariane launch. Seen one rocket, seen 'em all, you might think? The many film loops which punctuate the gallery dispel this thought; the sight remains fascinating.

"Use of Space", as distinct from the nasty war missiles, occupies the mezzanine, where weather satellites, rescue and television satellites, and space telescopes are to be found. Visitors can also play with a version of Landat, picking out from its mapping of London their own areas for land-use analysis. This is quite a sophisticated visual trick not suitable for young children.

"Robot Explorers" and "How Satellites Work" are again examinations of technical facilities, complementing the mezzanine's explanation of remote sensing with remote control and information retrieval. Finally "Man in Space" and "Living and Working in Space" show life in the gilded Eagle or solid old Soyuz, and man bundled up in space suits leaving footprints on the moon. Altogether invaluable for turning childish fantasies about space into scientific interest.

Jumble sale syndrome

Christine Tongue on the dearth of resources for TVEI

The Technical and Vocational Educational Initiative is forcing teachers to new heights of inventiveness in their use of resources. But such inventiveness brings danger as well as benefits. With its emphasis on practical experience and new technology, TVEI requires schools to seek out resources of a new and sophisticated kind. And, although it is doing comparatively well in the educational funding stakes, budgets are still too small to simulate the conditions of modern industry and commerce in a way that serious vocational teaching demands.

According to the Manpower Services Commission, who are sponsoring TVEI, about 20 per cent of the budget is spent on equipment, while the bulk goes on staff. According to Robin Dowsett, who supplies schools with computer software and audio-visual aids, such financial constraints are forcing many schools to fall into the "jumble sale syndrome". And that means not only raising funds to buy equipment by means of jumble sales and local charities, but also exploiting the time and skills of teachers.

Government is, he says, "being subsidised by teachers... I am selling schools computer software very cheaply because it is being produced by teachers in their spare time. If the same software had been developed by commercial programmers it would have cost more."

Some local companies have given expensive equipment to schools, but there are often strings attached. For example, Eastern Electricity has partly sponsored commercial catering equipment for the TVEI consortium of the London Borough of Havering. This is being installed at one school which will serve as a centre for four others offering food studies courses.

The equipment is of the type used in small restaurants rather than domestic kitchen equipment, and is, therefore, far more suitable for vocational training than what is available in most schools. But it would be naive to think that Eastern Electricity are motivated to such sponsorship through pure devotion to educational advances.

Local caterers can come and try out the equipment in the school. This gives children the chance to meet local business people, but it also means that Eastern Electricity have a showcase for all-electric catering, as well as

spin-off publicity. There are similar worries about the way computer companies are making equipment available for TVEI purposes. In their desperation to acquire resources, schools are all too likely to become enmeshed in the marketing plans of local companies.

Meanwhile, many traditional suppliers of teaching materials have not begun to address the needs of TVEI. "Publishers tend to stick the title 'TVEI' on the same old stuff," says Robert Croucher, TVEI co-ordinator at Havering. Out-of-date textbooks are worse than useless for modern vocational education.

But some developments are bringing unmixing benefits. One is the new and growing supply of video programmes suitable for TVEI teaching. The most striking example is a recent initiative by the MacLaren publishing house. They have brought out a video called *What's It All About?*, designed to introduce the viewer to the realities of using information technology.

High-quality videos of this kind bring the practical realities of business technology into the classroom in a way that is crucial to the vocational basis of TVEI. They are used to inform both teachers and pupils.

Jean Beck, of Kingston TVEI unit, says "Video gives you a chance to see into other people's working environment. So many of the concepts of information technology are beyond our current thinking. Video helps in extending children's understanding of applications."

The problems of providing resources for TVEI are formidable, due largely to the fact that the commercial and technological world which TVEI was spawned to address is itself wreathed in uncertainties and changing rapidly. But unless this problem is solved, then the credibility of the initiative will inevitably crumble.

Suppliers tackling the problem of supplying resources for TVEI include: AVP Computing (audio-visual, video and computer resources), Hocker Hill House, Chesham, Great Britain Publishing (vocational books), 128 Long Acre, London WC2; TV Choice (videos about information technology), 27 Swinton Street, London WC1; COIC (careers videos), MSC, Moor Foot, Sheffield.

Life cycles

Biology Charts
Set of charts, approx 1100mm x 800mm, £9 each.
Available from Roopers Exports Sales Ltd, PO Box 82, Tunbridge Wells, Kent TN3 8BZ.

This series of 10 charts covers a wide range of biological topics. The first six on human anatomy look at teeth, respiratory system, heart, digestive tract, eye and ear, and skeleton. Apart from the last, they all include an outline drawing of a human body indicating, in red, the position of the organs illustrated.

Two charts look at plant structure and germination. The first is a bit of a mixture, showing as it does a diagram of a flowering plant, a simple half-flower, a half-flower of *Brassica* (a genus of tropical legumes), three fruits and a grass runner. The other contains

two sets of five large simple diagrams illustrating the germination of a monocotyledon and a dicotyledon.

The last two charts illustrate the morphology of an adult locust and the Anopheles mosquito and *Plasmodium* the cause of malaria.

All the charts are printed in bright colours on a white background and laminated in clear plastic. The labelling has been kept to a minimum and carefully arranged around the diagrams, it neither detracts from detail nor provides confusing messages.

These are an up-to-date replacement of beautiful anatomical charts produced some 40 years ago. The art work, by Simons, with its bright colours and effective design immediately attracts the eye. Any lesson involving the topics covered can only be enhanced by these charts.

John A Barker

notes

BBC MICROSECURE
The BBC MicroSecure is an easy and convenient means of securing the BBC Microcomputer to a desk, table or working surface easily removed by the authorised user. The base frame is hinged and screwed to the working

surface and a second frame is permanently bonded to the base of the BBC Microcomputer. The computer is then latched into the lower frame and locked securely to the desk.

The steel frames are finished with a plastic moulding to the edges to eliminate the danger of scratching working surfaces.
Further details are available from Selmor Engineering Industries Ltd, 24 Mulberry Street, Tower Hamlets, London.

MEDIA

Terror well hid

Hugh David on 'A People's War'

A People's War
Channel 4, Monday 10.00pm.

I must have been about 16 before I realised that Dunkirk was not an Allied victory of Agincourt proportions. It wasn't just that I was growing up a quarter of a century after the end of hostilities the legacy of contemporary propaganda, if not the selectivity of subsequent memory, was coming to an end. People were taking a more realistic view of the Second World War, but only in relative terms. Last week it still came as something of a shock to hear that in 1940 an anonymous Londoner had noted in her diary that "They keep up this pretence of cheerfulness, but we're all terrified".

The sentence was used at the start of the first programme of *A People's War*, and set the tone for the series. While it is definitely not intended as an unapologetic, subversive debunking or belittling of "our finest hour", it does nevertheless go behind the Victory signs and "Britain Can Take It" propa-

ganda to present a realistic account of civilian life during the Second World War.

The seven programmes present meticulously-researched still photographs and snippets of archive film in such a way that today's audience can make their own assessment. But most evocative of all are extracts from letters and passages from the diaries kept throughout the war by ordinary people at the request of Mass Observation. Read by actors and juxtaposed with the newly-filmed reminiscences of ordinary men and women who were once Air Raid Wardens, auxiliary fire officers or munitions workers, more than anything else these chart the fascinating ambivalence of the time.

The first programme dealt with "the phoney war" and the process of evacuation - its handling of the latter

naguring well for coming programmes. The optimistic propaganda films of the time were superbly interspersed with the memories of actual evacuees to present a balanced account of the whole business. An organizational triumph but rather less than an educational success (as, incidentally, *The Ties* was all but alone in pointing out at the time).

Coming programmes look in similar detail at the Blitz, rationing and austerity, working life, the role of women, the impact of American GIs and, finally, the coming of peace. They (and the accompanying Channel 4 book, *A People's War*, £12.95) achieve the notable success of being as interesting and relevant to those children and adults for whom World War Two is only history as they undoubtedly will be for those who lived through it.

They are sensitive and read at the appropriate speed. It is perhaps invidious to select a favourite, but Judi Dench's reading of *The Thrush Girl* (Godfried Boman) is perfect. This text, like all the others, is very demanding, but because children will gain so much pleasure from listening to the stories many times, they will surely be encouraged to tackle the reading independently. Familiarity with the spoken material will lead to increased confidence and a growing pleasure in reading.

Since these programmes are designed as a read-along experience, the concentration is focussed on listening and following the text. It is, therefore, helpful that the books contain a minimum of black and white illustrations; anything else would be distracting.

For less than £20, a school can purchase five copies of each book plus the teacher's notes. Recording of air is remarkably inexpensive, so for a minimal outlay a school can have a very rich and varied resource which will enable many children to enjoy stories and to love reading.

Betty Root

Reading corner



SCHOOL RADIO
Reading Corner
BBC Radio 4 VHF
Wednesdays 11.40 am
To be repeated in the Spring term, from January 21.

Reading Corner is an excellent resource for teachers of young junior children. The programmes provide readings of 10 modern fairy tales and it is suggested that these should be recorded so that the children can listen to them again and again.

Five books accompany the series, each containing two of the stories. The follow-up suggestions in the teacher's notes emphasize active learning. The tasks are designed to facilitate discussion and encourage collaborative ways of working and thinking. Individuals are invited to share their experience of the stories with at least one other person, through talking, writing and drama.

These modern fairy tales have their roots in the oral and literary traditions of many cultures. The readings are consistently outstanding. They use discreet sound effects, a variety of di-

Cuckoo in the nest

by David Housdon

CHILDREN'S TELEVISION
The Cuckoo Sister
BBC1, Wednesdays 5.05pm.

Never let it be said that Children's BBC is male-dominated. Last year there was *Running Scared*, which had a young girl as protagonist and a young woman as director. Now there is *The Cuckoo Sister*, which goes as far as any television programme can towards the arch-feminist ultimate goal of an all-female slot. Not only is director Marilyn Fox again in charge, she has gathered around her what amounts to

a female production team. Further, the author of the original book is a woman; another is responsible for the television version - and in what results two young girls have the lioness's share of the action.

It has to be said, however, that all their efforts bring forth something which is more akin to "The Battling Ballerina" or another of the more socially-aware stories from *Bunty*, Alcock's novel has perhaps been considerably less successful since it first appeared (hard cover and paperback versions are still in print, from Methuen and

Fontana respectively) but it does seem a quirky, not to say old-fashioned, choice as a major children's drama series.

The Cuckoo Sister is set in the Seton's "good" middle-class home in Hampstead. Young Kate rules the roost with a precocious, sulky skill that will be familiar to any male teacher who has ever faced a class of adolescent girls. But then Rosie turns up on the doorstep claiming that she is really Emma, Kate's elder sister who had been snatched from her pram when only a few weeks old.

Not only is she quite unsuitable - she drops her nitches and has untidy hair -

but Kate finds her a threat. At least at the beginning, Mummy and Daddy, even the lady who "does" for them, date on Rosie, convinced that she is Emma. Kate is not so sure, and pettily confides to her pillow that she is nothing more than a cuckoo "who will grow bigger and bigger and one day push the true fledgling right out of the nest".

With its quiet piano music and meticulously-observed upper middle-class domestic detail, the serial is like an Ingmar Bergman film for children. Or rather for girls - comparatively few boys after all will admit to dipping into their sisters' *Bunty*.

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briefings radio & tv

For Schools

SCIENCE AND TECHNOLOGY
(Monday, 11.41 TV)

This series on problem solving through science ends by examining the relevance of biotechnology to the making of beer, the treatment of sewage and the growth of house plants.

NB ECONOMICS (O LEVEL):
CASE STUDIES IN PRODUCTION

(Monday-Wednesday, 00.30 VHF4)
For use with students in the early stages of O level economics. Includes five case studies of firms, plus a look at BP and British Telecom. Examines the factors limiting their economic success. The final programme for teachers, discusses curriculum change and the GCSE.

WALRUS

(Tuesday, 13.38 BBC2)
"Writing for an Audience" aims to encourage 11 to 13-year-old slow learners to write and produce a school guide for those arriving in September.

TOGETHER: AN ASSEMBLY FOR SCHOOLS

(Thursday, 9.08 VHF4)
Two linked programmes for Christmas. This week upper primary children sing two carols and begin an unusual Christmas story about the disruption of a nativity play by a homeless couple and their baby.

HISTORY FILE

(Thursday, 10.58 BBC2)
"Divided Ireland" is a two-part unit of documentary film exploring aspects of the history of Ireland. The first programme deals with the main political traditions of Nationalism and Unionism and examines the problems of partition.

NB WORKING IN AN OFFICE
(Thursday-Friday, 00.30 VHF4)

Interviews with young people either working in an office or on work experience provide upper secondary pupils with an insight into working life.

ENGLISH FILE

(Friday, 12.00 BBC2)
How does language help keep a group together? The last of these programmes on the power of language show how in-jokes, accent and allusions aid the security of sub-groups.

Continuing Education

DOMESDAY

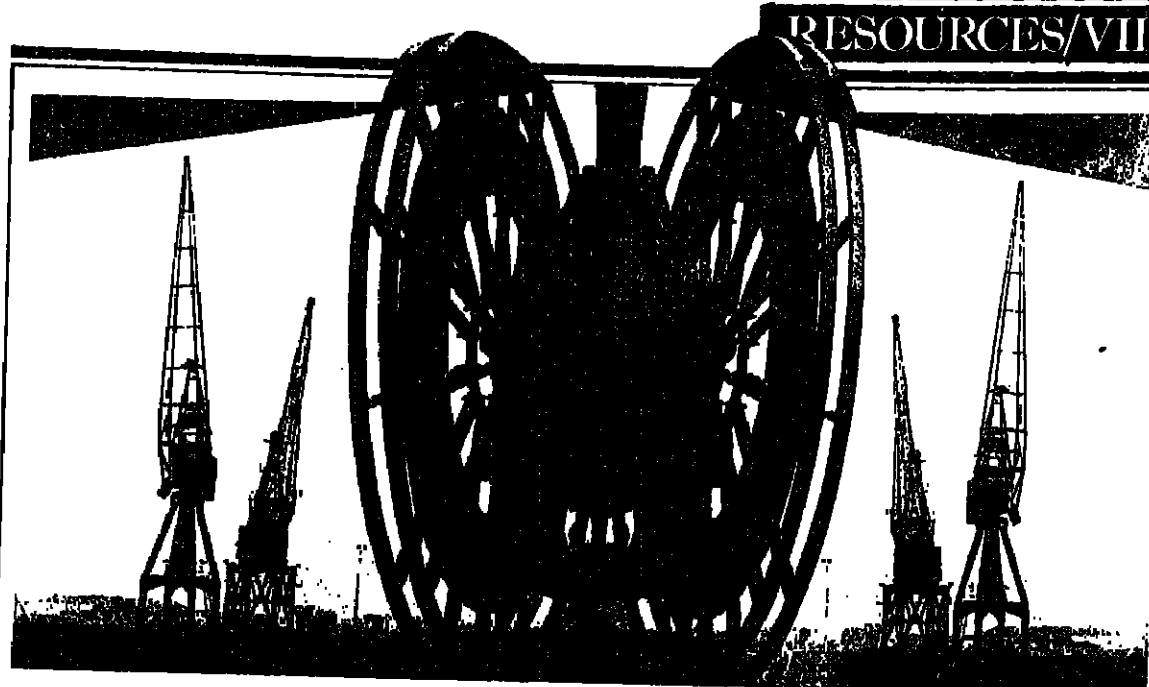
(Sunday, 16.00 BBC1)
Michael Wood uses more modern forms of transport to retrace the steps of the Domesday commissioners in this series marking the 900th anniversary of the original survey. Examines the people we once were and what we have become. "Micro Live" (Friday BBC2) talks to Kenneth Baker about technology and the Schools' Domesday Project.

ACTION SPECIAL 19+

(Monday-Friday 9.1)
A week of programmes aims to help 19 and 24-year-olds who may never have had a job. A telephone advice line (open from 8 am on Monday) and an MSC information pack provide back-up.

MAKE YOUR OWN VIDEO

(Monday, 19.00 C4)
Practical information and inspiration for those making their own video films comes from professional cameraman, Philip Chavannes.



Wheels within wheels

Len Cunningham on three new series of technology videos

Technology Videos for Schools
DTI Education Unit
Primary Compilation, VHS and Betamax, £6.99
Secondary Compilation, VHS and Betamax, £13.75
Also available on free loan from CTL Vision, Chalfont Grove, Gerrards Cross, Bucks SL9 8TN.

As Industry Year 86 whirrs to a close, the Education Unit of the Department of Trade and Industry have launched a number of videos which reflect a genuine interest in how to enthuse teachers and pupils in the somewhat uncharted area of technology, particularly in primary schools. Last week's launch, addressed by Lord Lucas, reinforced the DTI's recognition that technological activity at all levels in schools involves harnessing the inherent inquisitiveness and curiosity which children have in large supply. The intention of the videos is to offer stimulus, encouragement, guidance and some direction to teachers who wish to take on the challenge of technology, and for the most part they succeed.

In the first programme of the primary compilation, *Let's Build a Bridge*, John Noakes joins a group of Bristol children involved in the study of structures, especially bridges, and demonstrates the strength of simple materials, including newspaper, balsa wood and elastic bands and, true to style, not without consequence to his personal safety.

Let's Build a Bridge is one of seven titles in the Primary Compilation, five for pupils, two for teachers, all very different in their content. These are supplemented by an excellent booklet which provides notes on starting and organizing projects, as well as detailed notes for further classroom work.

The second programme, *Let's Design and Build*, offers a simple suggestion to help improve the functioning of models and illustrates the diverse results of visits to a castle and docks which generated extensive cross-curricular work.

Other titles include *Let's Make It Work*, *Let's Look Around and Let's Use the Computer*. These consider a number of issues which include problem solving, model making, the use of electricity and measuring equipment. *Let's Use the Computer* promotes the status of a computer in the hands of primary school child from a plaything to a very useful tool.

The remaining two in the primary series, *Primary CDT* and *A Talent for Technology*, should be of considerable interest to teachers who have had some experience in teaching Craft, Design and Technology at this level. The first gives some insight into teaching styles, the values and skills communicated, and describes how the efforts of pupils culminated in a technology fair. *A Talent for Technology* records the activities of a group of children with a flair for the subjects of applied science, technology and problem solving. More importantly, it identifies a particular type of child who might wish to gain greater experience in these areas than most schools are able or willing to offer. The accompanying booklet provides further information on a summer

school which will help to meet the special needs of such children. In all, a very useful series for teachers seeking to set up technology projects in the primary school, and an essential one for training colleges, university departments and film libraries, they are not expensive to buy and can be borrowed on short-term free loan.

The Secondary Compilation includes two videos, *Technology Our Future* (21 minutes) and *An Approach to Design and Technology* (27 minutes). The first charts the way in which Coventry L.C.A. is meeting the challenge of new technologies and collaborating with industry and commerce as a future investment. Examples include primary activities, applications for Technical and Vocational Education Initiatives and work between industry and higher education.

An *Approach to Design and Technology* must be one of the first videos to encourage A level students by showing good techniques adopted by both teachers and students engaged in project work. Further, it reinforces the use of the design process and the social implication of CDT. These videos are encouraging, useful and, best of all, on free loan.

These videos demonstrate a high degree of involvement by the DTI and should be viewed by any teacher with an interest in developing technology courses.

Simple Machines Series
Buoyancy
For upper primary/middle/lower secondary
VHS and Beta £40 per title, U-Matic £60; to hire VHS and Beta £9.60 per title, Buoyancy £12
Prices excl VAT and p & p
Viewtech Audio Visual Media, 161 Winchester Road, Brislington, Bristol BS4 3NJ.

Through the amusing escapades of an inventive yet accident-prone cartoon caveman, this series explains the simple mechanical devices and the wheel and axle with entertaining clarity.

Simple Machines considers how the use of these devices can help us to increase force, distance or speed with the penalty of trade-off or exchange, and it introduces pupils to simple calculations of mechanical advantage. A fifth title, *Working Together*, attempts to summarize the content of the earlier programmes by concluding with an explanation of how combining simple machines into compound machines we can amplify input forces to help us perform work.

Many teachers involved in primary Craft Design and Technology and lower secondary CDT technology courses will find these short programmes a refreshing, instructive and useful resource if they specifically wish to investigate simple machines or CDT as a core part of a CDT project. The balance of how much time is allocated to passive video watching, against practical activity should not present a creative CDT teacher with the problem of how to supplement the conclusions of each programme. They will allow pupils to investigate from a range of starting points.

The first title, *Levers*, introduces pupils to the various types of levers without reference to any specific classification. Tools such as a shovel, hammer and a nutcracker are successfully used to explain how force is traded for distance and clever animation relates these principles to human body parts.

In *Pulleys*, pupils are very clearly guided through unambiguous illustrations of fixed and movable pulleys, how they are used separately and how they increase mechanical advantage, once again exchanging force and distance.

The most informative and involved programme in the series, *The Inclined Plane*, uses diverse examples such as knives, axes, mountain roads, screw threads and chisels to examine how this simple machine amplifies human strength. The discussion of various types of screw threads and their function is particularly well illustrated. *Wheels and Axles* investigates in considerable depth the reduction of friction, how to increase speed and force and leads on to a brief mention of gears.

Working Together presents some good examples of combining individual simple machines to develop mechanical devices. There is an excellent explanation of how to calculate the mechanical advantage gained with a car jack and mention of accumulation of advantage through use of output as input in compound machines is depicted with subtle exactness.

Apart from cost, a slightly discouraging factor about the series is the American commentary. Words such as "levers" are pronounced in a distinctly American fashion, in addition the pleasantly nostalgic use of feet pounds and foot/pounds will unnecessarily confuse pupils. The distributors might have seriously considered a dubbed version in metric English.

The strength of these programmes lies in their entertainment value and the clarity with which they communicate their restricted but useful content. To enable a group of pupils to benefit from all five titles a hire charge for video tapes of £48 is required, or £200 to buy. One suspects that our creative CDT teacher would need to find a number of slightly cheaper alternatives to cover the same content.

An additional new release from Viewtech, called *Buoyancy*, is a collection of experiments which will lead pupils to a clear understanding of the principles of buoyant forces. This is achieved by looking at how materials of differing weight, shape and size behave in different ways in a variety of fluids, concluding with an explanation of Archimedes' Principle. For directness of working method this is a very well-presented programme which will adequately instruct pupils of the upper secondary age range. Although produced in a physics lesson format, the investigations are well into CDT territory, particularly useful as a resource material.

In general, Viewtech are offering a series on simple machines which, notwithstanding their minor faults, are enjoyable, well produced and very informative. The cost, however, may limit hire or purchase to large schools, film libraries, teachers' centres, or

Before it's too late

The facts and myths about AIDS - a review by David Panter

AIDS - What Everyone Needs To Know
VHS or Beta £86.25 (to buy), £8.50 (to hire for one day, £2 for each additional day). Prices exclude postage and VAT
Churchill Films, distributed by Boulton-Hawker Films Ltd, Hadleigh near Ipswich, Suffolk IP7 5BG.

AIDS concerns us all. If you are a male under 35 in America you are more likely to die as a result of AIDS than any other illness. At the end of October recorded cases of AIDS in this country numbered 548, an increase of 36 cases in one month alone. It is estimated that by the end of 1988 there could be 4,000 cases. Further, it is suggested that by the close of the century, if left unchecked, none of us will be untouched by this deadly of tragedies - we will all know someone who has died through contact with the AIDS virus. If we do not see now, we shall see then that AIDS does indeed concern us all.

With no cures in sight at present, our only hope lies in prevention. Prevention not only of the spread of the AIDS virus but also of the fear and hysteria surrounding it. If any preventative campaign is to succeed, it must touch those who will be the sexual generation of tomorrow - today's young people. The Churchill Films video, *AIDS - What Everyone Needs To Know*, attempts to get the message across.

This American product surveys the facts and myths about AIDS. Animation is used to explain in simple terms how the AIDS virus destroys its ability to fend off other diseases. The film describes the virus's development within the system, sometimes inactive for years, sometimes acting rapidly, resulting in death, and sometimes stabilizing at a non-life-threatening state. Pictures of people with AIDS are shown to demonstrate the symptoms and related diseases.

The video returns to the use of animation to illustrate how the virus is transmitted by sexual contact, contaminated needles and syringes, blood

products, and from mother to unborn baby. It talks about the known origins of the disease and its spread from certain groups within the community to the general population and concludes with a summary of "risky" behaviours and information on how to protect yourself and your partner. Woven through the factual material, a discussion between a person with AIDS and his wife brings home the reality of the disease.

This video is perhaps better suited to the classroom than other recent ones on the subject. It uses clear, explicit language which does not shock. Large animation to explain both how the immune system works and how the AIDS virus is transmitted is again clear. However, it does have serious omissions, for example in its summary of "risky" sexual behaviour it only talks about anal sex and not vaginal sex, which is now considered by experts to be just as "risky", and in discussion of "safer sex" only once the use of condoms and not other forms of sexual pleasure such as mutual masturbation.

Indeed it is these issues which need to be covered in greater depth than the medical facts when it comes to discussing AIDS. We cannot be seen only giving the living a list of "don'ts" to young people; we need to be enabling them to see a sexual future, one which is not shrouded by death through pleasure, one which sees an alternative to penetrative sex.

There is a desperate need for educational material around AIDS and, given the current national concern, the market will soon be flooded with it. It is to be hoped that this material will be free of any moral bias. Until then it is up to us all, especially those of us in daily contact with young children, to seek up-to-date, correct information about AIDS so that we can begin the education process now - before it's too late.

David Panter is the AIDS Information Adviser for the Department of Health Education in Islington.



Ideals v actuality

Flying Start Kit 1
Price £19.95
Educational Video Workshop, 9 Fairfield Road, London N8 9HG.

The first *Flying Start* kit has been impressively designed and produced. A jolly blue and yellow vinyl box houses the short video cassette, storybook, flashcards, parents' guide and workbook. The directors of Educational Video Workshop (EVW) have done a professional job, using Rolf Harris to front the video, producing a glossy finished product. They are four north London parents - a teacher/educational consultant, an American film director and a husband and wife video production team.

The guiding light has been Michele Kinloch, who trained as a primary school teacher and set up her own nursery school. She has written the parents' guide, as well as the children's storybook, and she makes some important educational points.

Margaret Meek is quoted as saying: "You cannot tell a five-year-old about the importance of literacy; you can only help him discover the fun of it." I doubt if Margaret Meek or other believers in the "learn to read with real books" approach would admire *This is Simon and Jo*, the *Flying Start* story

book. There is a gap between ideals and actuality. The EVW team stress the fun aspects of reading and their very slick video serves this aim well (though Jo should not hide in the wardrobe). But the storybook puts us right back with the dull old reading scheme approach to literacy: "Here is Simon. Here is Jo". Admittedly the accompanying pictures are lively and do, panning pictures are more or less left to the pictures may bubble but the text is flatter than uncapped lemonade.

The storyline for book and video is a pair of "terrible twins", Simon and Jo (short for Joanne). Does a mixed pair of twins ring any bells? They do seem remarkably like Topsy and Tim. The updated for the Eighties. The video mixes two nice little blonde children with animations by Nick Spang.

What I miss from an aware educational team operating from a base in Haringey, the borough through live work in, is a sense of the ethnic, cultural and economic mix of families in the immediate locality, let alone the UK at large. Or does the price of nearly £20 already define a particular audience?

The parents' guide has a very useful list of real picture books and is written in a style that may appeal more to the literate, reading is far more than decoding symbols. The workbook is very thin, offering tracing over letters and a sense of the picture. I feel a bit about this first pack as I used to about some students' essays that were beautifully presented in lovely handwriting with a full bibliography and references, that I had to struggle to separate the content, which is always the most important thing. "Could do better" is my current verdict, but Kite 2, 3 and 4 are already on the way and if the literary content will deserve to take off.

Mary Hoffman

Video

Reviews continue on page 45

Primary

How publishers approach the Bible

History, mythology, pretty pictures?

MARY HOFFMAN and STEPHEN BARBER

How many Bible stories does the average child in your class know? Probably Noah and his Ark and Jonah in the whale, possibly Daniel and the Lions and, thanks to Andrew Lloyd Webber, a bit about Joseph, the snappy dresser. Certainly children, like adults, will know more Old than New Testament stories. Apart from the Nativity, knowledge of the specifically Christian part of our Judeo-Christian culture is probably limited to the odd miracle (loaves and fishes) or parable (probably the Good Samaritan). Crucifixion does not make for a jolly picture book story and resurrection is probably considered, wrongly as we shall argue, to be too sophisticated for primary school children.

The chances are, in November 1986, that more primary school children in Britain know stories about the Minotaur, the secular festival of Diwali or the secular historical doings of Guy Fawkes than they do about the faith which is the nominal religion of this country. It is excellent to know about Diwali, and Chinese New Year, and Passover, and Id and all cultural and religious festivals. But how important is it also to know about the Christmas story, which is held by another minority group in this country, to which we, the authors of this article, belong?

Not long ago we went to a school Christmas concert, full of lively, feasting secular aspects such as trouts and parrots but which made no reference at all to the origin of the occasion being celebrated. The three ships in the carol, instead of bearing "Jesus Christ and his Lady", were "Full of presents for you and me". We came away feeling that we had been to a very jolly birthday party where no one seemed to know whose birthday it was. There seemed to be an embarrassed avoidance of the story's heart and core.

A small part of this situation comes about because of the choice of children's books available to us, and the aspects of Christianity. All the well-known Bible stories can be found in simple picture-book versions already and there are several reasons for this. Most of them commercial. A Bible story is not copyright, it is familiar enough to sell copies and it provides a vehicle for artists to exercise their talents. Earlier this year, two picture books came out at the same time from Hulton and Spier and Warwick Hulton had decided to re-tell and illustrate the story of this reluctant prophet of doom. Each decided to acknowledge his source in a different way, Spier by calling his *The Book of Jonah*, Hulton by referring to "the great fish", which is what the Authorized Version calls the creature that swallowed Jonah.

Warwick Hulton's pictures are mysterious and magical and he ends with Jonah's disfigurement on the shore near Nineveh. Peter Spier is more interested in how the ship was rigged and carries the story on for another dozen pages, to include Jonah's second argument with God, who decides against destroying Nineveh after all.

These are both lovely picture books in their own right, as are Bunshu Iguchi's two parables *The Good Samaritan* and *The Good Shepherd*. This Japanese artist uses line and colour in mixed media; very skilfully to convey the dusty desert and its sudden green valleys. He also gives a Bible reference at the end.

Occasionally some really big names get together to work on a Bible story. So George MacBeth has written *The Story of Daniel*, from Nebuchadnezzar's first dream, through the lions' den to Daniel's vision of the end of the world. It has been gloriously illustrated



by Pauline Baynes in her best illuminated manuscript style. But, unfortunately, MacBeth has chosen to write the story in plonking rhyming couplets which are supposed to be funny. Then, suddenly, on the last page, he remembers he is a poet and produces a short incantatory prayer beginning: Lamb of God.

Lamb of God. Save us like Daniel. Make us like Daniel.

If you want Bible stories less elaborately packaged, you can buy adequate versions for as little as 75p a title, as Collins Colour Cubes, or you can buy one of Catherine Storr's *People of the Bible* series for £1.95 in paperback. The *People of the Bible* series, which has reached 24 titles in four years, all are written by Catherine Storr, who is not a believer herself, "though I am evangelical about language", she says. She uses the language of the Authorized Version wherever possible.

The series arose out of her original wish to tell the Greek stories for her three-year-old grandchild. She wrote a version of the Wooden Horse of Troy which Martin Pick of the Belitha Press published first saw and took round to publishers. No one was convinced that they would sell but they were interested in simple versions of what Catherine Storr refers to as "Jewish stories". She was willing to do them because she did not want her grandchildren to grow up in a world where they needed a footnote to understand what Keats meant about Ruth and the alien corn. She much prefers the Old Testament stories though she thinks "the morals are appalling". People of the Bible has sold over one a half million copies in total so far, and incidentally, building on its success, publishers did accept the Greek stories too and Great Tales from Long Ago is another growing and popular series from the Catherine Storr partnership with Belitha.

Both Martin Pick and Catherine Storr believe that children are losing out on what is often loosely called "our cultural heritage". There is a Western tradition of literature, drawing on classical European and Judea sources. The trouble is, you can teach the Greek and Roman, Celtic and Norse stories as mythology because nobody believes in them as historically or theologically true any more. Christianity, which has its own vigorous mythology, is still a living if battered religion, and one which after a long decline is showing signs of recovery. For the Christian, the crucial New Testament stories are not merely stories, but historical and central. The non-believer, paradoxically, is unlikely to be sufficiently emotionally detached to regard them as merely mythology. This makes publishers and writers, who cheerfully plunder the Old Testament for picture book texts, a bit chary of the New. No, for specifically Christian stories, you have to turn to a specifically Christian publisher, Lion Books.

Lion was started 15 years ago by Pat and David Alexander who "wanted to see Christian books in the mainstream of publishing, alongside other books". The Alexanders, who started with a dozen titles, and now have five to six hundred on their list, wanted to see their books as well as in ordinary religious shops as well as in specialist religious outlets. The firm now employs nearly 100 staff in Britain and has recently started a new company in the United

States. It can print 30,000 copies of its colour co-editions and know that the market will take them.

The Alexanders' biggest project so far has been the *Lion Story Bible*, which will not be complete until next August. It is a series of 32 individual hardback titles, fully illustrated, at £1.25 each. If you were to buy them all, you would be paying £66 for a Bible, with a great deal missing, but although the publicity says "a marvellous set for a school or family to collect", they do sell well as individual story books and that is how they must be considered.

The idea for the series arose out of Pat Alexander's irritation with "David and Goliath" being presented as an equivalent story to Jack the Giant Killer. So the Lion viewpoint is diametrically opposed to Catherine Storr's and Martin Pick's. Far from the "cultural heritage" approach, the Alexanders aim to publish popular versions of "orthodox Biblical Christianity" for people who don't know Christianity at all. They tell their authors to write "as if for Martians", taking nothing for granted, but everything is written from the standpoint of a believer.

So much for stories. Faith does not live by narrative alone, although many publishers seem to think so. The Bible itself is a collection of narrative, prophecy, legal documents, visions, chronicles, songs, hymns, poems, genealogies, prayers, legends and miracles. Above all it contains poetry, particularly in the Authorized Version. The only non-narrative kind of children's book produced today in the area of religion is books of prayers and we have found these without exception to be quite ghastly. Often they are simply vehicles for the illustrator as in Michael Hague's recent *A Child's Book of Prayers* or Roma Bishop's *A Little Book of Prayers*. They suffer from coyness of language and cosiness of approach. A few good prayers are mixed with new and worthless ones, doggerel poems, graces and bits of hymns, with an excessive use of the adjective "little". And they cannot in fact be used. The prayers are not grouped in a way that makes sense either in private or in public worship. And they ignore the whole point of having set as opposed to extempore prayers, which is that they should be memorable. The Collects which Cranmer translated for the Book of Common Prayer remain models of their kind, and are, incidentally, more enjoyed by children than contemporary insipidities.

Indeed, publishers and writers of religious books for children have not really faced up to the need for language worthy of the subject. And they are curiously out of touch with what children actually enjoy and find interesting. In our experience, not just of our own children, they respond to the grandest and most mind-boggling aspects of spiritual experience. They like rich and resonant language, with magical words and evocative rhythms, and which is worth learning by heart. They want to know about life after death, judgement, trial and the home life of angels. They know there is more to life than action-packed sequences of events and feel obscurely cheated if the versions they are given of Bible stories give them nothing more. It was having to answer the theologically taxing questions of a just-verbal toddler that helped us get back on the long road to Christianity, because, if you opt for

anything more satisfying than "I don't know" or "some people think you are brought up hard against what you believe yourself."

Having looked at a good deal of books on religious themes for children, we find too much emphasis on bald narrative, too many expensive gift books, too much 19th-century "Jesus wants me for a sunbeam" tweezeness and too little sense of how all these strange stories from the Garden of Eden to the New Jerusalem join up together to make a faith worth having. Although there are splendid illustrations being used, not enough really good children's story-tellers are being encouraged to draw on this material.

Books using religious themes need the same skills and should expect to be judged by the same standards as other books. Dull story-telling and doggerel verse are not suddenly transformed

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because they tell a religious rather than a secular story. It is not even a question of whether writer and illustrator are believers or not. What we would like to see, and what we keep looking for, are books that capture the power and the beauty, the excitement and the vision of any spiritual dimension to life.

Books referred to:
Jonah and the Great Fish. By Warwick Hulton. Dent £5.50, 0 460 06238 7.
The Book of Jonah. By Peter Spier. Hodder and Stoughton £4.95, 0 340 38726 2.

The Good Samaritan. By Bunshu Iguchi. Dent £4.95, 0 460 06200 X.
The Good Shepherd. By Bunshu Iguchi. Dent £5.95, 0 460 06245 X.
The Story of Daniel. By George MacBeth. Lutterworth Press £6.95, 0 7188 2650 7.
Collins Colour Cubes (four titles). By Susan Dickinson and Sally Holmes. 75p each.

People of the Bible (24 titles). By Catherine Storr. Methuen Children's Books £1.95 each.
The Lion Story Bible (30 titles currently available). Lion Publishing £1.25 each.

A Child's Book of Prayers. By Michael Hague. Methuen £6.95, 416 59640 1.
A Little Book of Prayers. By Roma Bishop. Hutchinson £3.99, 0 09 167270 8.

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EXTRA

The importance of story

Shared experience

Children with a rich pre-school experience of listening to stories seem on the whole to learn to read with comparative ease, and furthermore are likely to become avid readers. Years as a sister, teacher and mother had shown me this. And Gordon Wells' Bristol study has now proved it. But apart from the vitally important love of stories, the nature of what listening children are learning is not immediately obvious.

Listening to stories doesn't look like work. In schools ruled by an increasing emphasis on the immediately measurable, less obvious learning is likely to be marginalized in favour of flash cards or phonic work. Alternatively story sharing sessions are converted into oral comprehension exercises with the object not of savouring the story but of surviving the interrogation at the end.

I chose to examine closely one year of story-telling between a three-year-old and her mother and between a class of nursery children and their teacher. The nursery class was one in which the children had little experience in sharing picture books, but in which the teacher believed strongly in stories. In an effort to see how she managed to enthuse her pupils and what exactly they were learning, I taped story-time at home and at school and the nursery children's own puppet-aided retellings.

Close analysis of home and school transcripts revealed some very powerful learning.

The children are hearing new linguistic forms - new words and new sentence structures, markedly different from those of the ordinary conversational and from. Even such apparently simple sentences as "No, no, you will not!" said the little red hen" are new and strange in their use of uncontracted forms and unusual word order. Much of the language is even more removed from ordinary

speech. The sentence that begins "That very night in Mux's room, a forest grew, and grew and grew until his ceiling hung with vines and the walls became the world all around" contains unusual words, post modified noun phrases, pre-posed adverbials and six clauses related to each other in a variety of ways, very different from the loose juxtaposition of conversation.

The meanings these sentences carry are new too. Every sentence is weighted with a high degree of particularity. Although the words that carry these meanings are invariably accompanied by arresting and highly informative pictures, they could stand on their own, unlike most conversation with young children which is heavily dependent on shared context.

As the structuralists and others have shown us so powerfully, stories, even those read to children, have their own shape and coherence deriving from complex interlocking patterns in which the reader or listener plays her part as she injects her own experience and expectations.

The children I studied became familiar with all these aspects of the language of books, where the stories involved challenge, struggle and physical danger, they were engaged. When they were engaged, they learnt. The child at home showed her command of book language in her frequent contributions to the telling. As their experience of stories grew, the children at school joined in more and more, and predicted with increasing accuracy what was about to happen. Their re-tellings grew increasingly controlled, complex and explicit, including a number of literary forms and running to as many as 28 consecutive utterances where only a few months earlier they had managed a mere four or five.

This is complex multi-level learning,

very different from the step by step approach that behaviourism presses on us. Two features seem to carry clear implications for the classroom. First unfamiliar forms and meanings are embedded in the familiar forms and meanings of conversation. These story readings are not monologues. These novice listeners are supported not only by the pictures and the reader's intonation, but also by being allowed to initiate conversational exchanges as we know they do at home. Through this they gloss the text, talking about their own experiences of going to bed or being angry with their mothers. Interruptions, where relevant, are tolerated, even welcomed. Highly unusual in any school classroom, this enables the children to take an active part in making sense of the stories for themselves as they interject "trees aren't allowed in houses", join in with repeated motifs like "They pulled and pulled with all their might" or echo phrases just read, savouring words like "wolf suit" and "magic trick".

The second key feature with classroom implications, is shared enjoyment. If the children aren't enjoying the story, it is abandoned or speedily finished. Everything about the story reading has to contribute to enjoyment.

As Frank Smith and others have shown us, children are powerful meaning makers. If they are allowed to take the initiatory role they are used to, and if the focus is on shared enjoyment, they engage in purposeful, complex, multi-level learning of new language forms, new meanings and new forms of discourse. They are taking possession of the language of books and thus learning many vital lessons about reading, including strategies that will help them with the business of matching spoken sounds to written symbols.

Henrietta Dombey

The data for my study were collected from five young children, age 3½-5, at home with their parents. The parents were asked to invite their children to tell a story, and to tape record it. They collected over twenty stories from each child. I selected the five children because they had long and extensive experience of hearing stories read aloud but they were not yet reading and writing independently. My aim was to discover the influence of written stories on the children's oral narrative productions.

The influence of written forms was found to be enormous at many levels of analysis. For example, story-telling proved to be a very fertile context for very extended utterances. All the children framed their stories with conventional openings and closures, and inside the narrative maintained an uninterrupted flow of speech, often of several hundred words.

In contrast to face-to-face conversational exchanges, which are often



elliptical, context-bound, and brief, story-telling gives children the opportunity to master units of discourse well beyond the level of the sentence. But their sentences, too, were of greater average length than other studies have found to be the case with young children's language. Further, these longer sentences were often complex, multi-clause utterances, and were often associated with story retellings from books.

However, story retellings from books were less common in the data than invented stories which contained transformed book material. The children would weave into their own stories images, ideas, characters and situations taken from books - along with quotations, borrowed literary phrases, and narrative techniques of surprising sophistication. For example, one five-year-old shows over many stories considerable mastery of the narrative voice.

Her narrators manage the narrative for the listener, directing it, commenting on it in the manner of Sterne, even introducing alternative narrators to share the burden. Another five-year-old knows how to keep the listener in suspense in a story, building up a tension clause by clause through a range of delaying strategies. Neither of these narrative techniques are hampered by the well-known "egocentricity" of young children. On the contrary, these children had internalized stories as dialogues between themselves as fictional narrators and the fictional audiences who would listen to the tapes, so that they were able to tell stories in the dual roles of narrator/ listener. This requires a distancing from the self which is the very opposite of egocentricity.

There are several implications for the classroom. First, children need the chance to tell stories, stories from real life, retellings of known stories, and made-up stories. By occasionally taperecording these, teachers could discover a great deal about their pupils' linguistic competences which they could not discover in any other way; pupils, too, could discover their own developing mastery of language and narrative.

Carol Fox

Both Henrietta Dombey and Carol Fox work in the Primary Education Department at Brighton Polytechnic.

How to cope

Where's Daddy? The story of a divorce. By Beth Goff. Illustrated by Susan Perl.

Harper and Row £4.25, 0 8070 2305 1. Are We Nearly There? By Louis Baum. Illustrated by Paddy Bauman. Bodley Head £4.95, 0 370 30692 9. Mike's Lonely Summer: a child's guide through divorce. By Carolyn Nyström. Illustrated by Ann Baum. Lion Publishing £3.95, 0 7459 1016 5. Bruce's Story. By Maureen Thom and Celia Maciver. The Children's Society £3.95, 0 907324 27 4.

Books for children about family problems have recently become popular with publishers. It is not yet clear how useful they are, but the general idea is surely sound: that if you only help children to see their circumstances, including painful and embarrassing situations, presented calmly, in books that take their place quietly among other books.

In considering this latest group, I have asked myself three questions. Are they real stories or disguised adult worries or fantasies? Are they about

realistic and humane? Could they interest a wider public than those whose experience they reflect?

For three of them the common subject is divorce. Where's Daddy? comes with commendation from America and a short explanation at the end. It tells the real story of a pre-school child who cannot make sense of her world when dad leaves home. The little girl's grief, anger and gradual adjustment is sensitively handled in the unpleasantness and pain. The illustrations are neat and support the text adequately.

Louis Baum is well known for his much-praised I Want to See the Moon. Are We Nearly There? describes a day for father and young son which we gradually realize is an access visit. The "there" of the title is the home of the boy and the custodial mother. The child clings to the father as separation draws near. Paddy Bauman's pictures are mostly evocative but touched with text which ends on a false note with "see you soon". The separated parent should always say when the next visit will be. I feel this story will be

unsatisfying to those children caught up in divorce because it does not adequately acknowledge the child's sense of loss and anger.

Mike's Lonely Summer takes Mike, aged 10, through the separation, access arrangements and the repercussions on all the family. The story is regularly stopped for passages of information, aimed directly at the child. These, like the main text, are down to earth and sensible. This is one of the few books of its kind to acknowledge a spiritual dimension, where the family members have a relationship to God as well as to one another. The story itself is slightly contrived but on the whole is a useful book, though perhaps more as education than recreation.

Bruce's Story is a different kind of book for a different kind of problem. Bruce is a dog, but his story parallels that of the child taken from his mother into local authority care and who lives in a children's home before being placed in a new family. The book, devised as a therapeutic aid, has been carefully prepared with painful experience. Worksheets are included.

Stephen Barber



John Ralston, Computer Adviser & Tim Johns discuss DITEM project work with Devon Primary children

TTNS - OF PRIMARY IMPORTANCE

The Future is yours

Stop and think for a moment about the impact that technological innovation has had on communication through the written word.

Think of the political and social importance in Medieval times of being in possession of the written word. Think of how the development of the printing press revolutionised the availability of books beyond the church and the very rich.

New ideas and developments appear on the scene from time to time which dramatically change the way things are done or even make new things possible.

We are on the threshold of such an era. It is a popularly called Email, short for electronic mail and is a system which enables us to send and receive type written messages via the telephone lines.

The TTNS system we use is very sophisticated but essentially easy to use. I suppose it's really only in the last four years that computing in primary schools has had a chance to gain a foothold. There is growing evidence of exciting work, using data handling and

word processor packages, which have shown, for example, how humanities and language work can really enthuse children to get to grips with aspects of their environment when REAL data is handled. Something the computer makes easy for pupil and teacher alike.

Email can add another dimension to this sort of work and literally open up your school to a wider approach to the curriculum.

Since last Christmas we at Whipton have had a modern at school and access to Email courtesy of TTNS. This has enabled us to link with a school in Tasmania as a part of the D.A.T.E.M. (Devon And Tasmania Electronic Mail) Project. As a result the children in the third year have virtually all by now chosen pen-pals to write to and have exchanged information about their locality and Devon with the Tasmanians who in turn have told us about their home town of Launceston on the river Tamar!

TTNS brings the world into the classroom. The children at Whipton can type an answer to a query or the results of some research, send it, and know that

three minutes later it is sitting in the Minerva computer in Hobart. Many schools, I hope, are getting to grips with their own environment and through that the rest of the world. Email takes you a step further because of the intimacy of the communication that is possible. Children won't need to read about a day in the life of an Australian child through Email they can actually work with them!

From this country we receive mail from anywhere and everywhere. The message I remember best was from a school working on a project about burial mounds. They sent a letter to every user in the country asking if they would be kind enough to measure any Tumuli in their area! Now that was a fine example of original thinking, the school concerned was using their computer to do something that they could not otherwise do. All it cost them was the price of a local phone call!

One of the most exciting things we have done with our Email link involved the minimum use of the system! Having worked through a language project about evacuating Earth and starting life on a new world, the children of my class

received a message on our computer from Inter Galactic Rescue Services. The message was directed to the planet Zinkaka and dealt with some sort of calamity that I.G.R.S. could not help them with. My concerned class dropped into role to draft a quick note to explain that we had intercepted the message and could we help. A reply came that the Zinkakan sun was unstable and could we rescue them. The discussion and planning that this generated had to be seen to be believed. The children wanted to know things like the gravitational pull of Zinkaka in order to design a space probe that could enter their atmosphere, too much gravity would demand too much fuel to reach escape velocity you see. This interactive role play had been initiated by Mike Matson, working from his home, and Pat Fox at Preston school Paignton. Lessons that we have learnt using TTNS in the Primary Classroom over the last year are: Think beyond the way you have planned things in the past; and Be open to new possibilities. This is something new, and these are just the beginnings. The future is yours.

By Tim Johns, Whipton Barton Primary School, Exeter. TCD Mailbox Number YMB027. This, and other case studies, are available in full on the Primary Database.

THE BIG POP - WIN A MAGNUM FOR CHRISTMAS FROM THE STOCK EXCHANGE

In 1987 there is to be a regular monthly investment competition for schools sponsored by the Stock Exchange. As a taster there is to be a Christmas version for Primary and Secondary teachers only and the prize will be a magnum of champagne. See the Competition section of the Stock Exchange Database at the beginning of December for more details.

ALL ABOARD THE BRITISH RAIL PROJECT

This term British Rail and Scholastic Publications have been running a Primary Project on the TTNS Primary Database. The Project was viewed as an experiment by British Rail designed to encourage the use of the new TTNS Primary Database, to give British Rail a perspective some experience of running a project based on an electronic media, and to increase the awareness of British Rail and train travel in young people.

After a slow start there was an increased take-up by schools. Three hundred enquiries were received via the network alone, plus a significant number of enquiries to the competitions offered, which were extremely encouraging to all concerned.

The Project was linked to a number of aspects of the curriculum including

The Primary Support Pack

This pack was prepared for TTNS by Andre Wagstaff and the MEP National Primary Project Team. It is intended for use within an LEA, as reference material, to guide teachers towards some of the many ways in which TTNS fits into the Primary curriculum. It is not intended as a comprehensive training pack or TTNS manual but to pass on the inspiration of some of the creative pioneers of electronic communications in the Primary classroom.

The pack contains: A case study reader; Some overhead transparencies which explain the general concepts behind TTNS; A set of slides and accompanying cassette recorded in a Primary classroom; A software disc showing the basic concepts of keyword searching a database and of how electronic mail is sent and received.

The pack costs £40 and is available from TTNS. The contents of the pack can be reproduced for use in INSET courses within the LEA which purchases it.

For further information please call the TTNS office on one of the numbers below or complete the form. TTNS are waiting to TALK TO YOU... Any member of staff at TTNS would like to answer any query you may have, please telephone on 01-833 7104 or 01-833 7615

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EXTRA

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New directions in science

Bounce and stretch

ROY RICHARDS

There is a climate of change in primary science education and suddenly there seems to be an insatiable appetite for talk, courses and publications. The continuing initiative of the DES on the primary science front following the publication of *Science 5-16: A Statement of Policy*, the support for in-service training for science co-ordinators in primary schools, the development of science education in primary schools with support through the Education Support Grant, the continuing work and publications of the Assessment of Performance Unit, and above all the increasing steady and serious concern for promoting good science practice in primary schools all point towards this new mood.

A torrent of books has poured forth from publishers latching on to this concern and interest. Inevitably, these have been a mixed bunch. Many, especially some of those that attempt to present a complete science scheme for primary schools, have proved disastrous mainly because they tend to be prescriptive and teacher-centred. Competing, as they do, with good books already on the market, they need to offer something new, especially as teachers actively and prudently exploring the environment with their classes can do very good science without using books, except perhaps those necessary for reference and identification. However, there is no doubt that some of the new texts can be useful and here is my pick of the recent publications.

Beginning at the theory end of things there is Professor Wynne Harlen's admirable *Teaching and Learning Primary Science* (Harper Educational, 1985). From existing research evidence and reflection on experience she attempts to bring together "the ideas and information at present available into some coherent whole so that further developments in theory and practice may take place in step with each other". Her book falls into two parts, five chapters about children's learning, and five chapters on making provision for this learning. As one would expect, there is emphasis on and concern for the process skills, attitudes and concepts which can be developed through pursuing scientific activities. The urgency of her statement that "children are developing ideas about the world around them whether or not they are taught science, but these ideas are likely to be 'non-scientific' and unhelpful if not challenged" compels attention. Here is a text that directly helps the DES initiative. It gives science co-ordinators clear guidance on the reasons for doing science with young children as well as being concerned with the practical day to day matters of teaching science.

Less successful because of its patchiness, but still with much to offer is the Open University Pack (EHP53). Edited by Barbara Hodgson and Eileen Scanlon, Milton Keynes: The Open University Learning Materials Service, 1985. This includes a reader containing articles about primary science written over the last 15 years, a study guide exploring these articles in greater depth, a book of background information, a guide to planning and evaluating activities in schools, and a resources book with an up-to-date list of publications, audio-visual material and addresses. The resources book is the best thing of its kind that I have seen; although it does not list equipment and materials it draws attention to excellent books already available. Within the package there is good advice on planning and useful deployment of case studies. However, there is an imbalance in the articles within the reader where over half are concerned with children's scientific concepts, and an undue emphasis is placed on physical science throughout the pack. There is an almost wayward dalliance in a section on force and energy which would be quite likely to discourage primary teachers and which appears to be contrary to much that is expressed elsewhere in the pack. Used selectively the pack can be of help and certainly all science co-ordinators should have a good look at it.

Of the full-blown schemes for classroom practice the one that catches the

eye is Terry Jennings' *The Young Scientist Investigates* (Oxford University Press) which has come to completion this year. It is good to be able to recommend a series for junior school children that presents information and practical things to do in a straightforward, systematic and interesting way. It is a further delight to find the factual content sound, the activities worthwhile and both content and activities well-chosen. There are 20 topic books for children with appealing, full colour illustrations, two course books, a teacher's manual and a teacher's book of practical work. It is to be hoped that the 20 topic books find their way into all primary schools. They present information in an interesting way and give excellent suggestions in the sections on things to do and experiments to try. If, as the DES statement of policy says "the objective should be that all class teachers, without exception, should include some science in their teaching" then this series gives them the right sort of help.

An impressive first book from a young practising middle school teacher is *Problem Solving in School Science* by Robert Johnson (Macdonald). There has been a great publishing response to a concern for the inclusion of technology in the primary curriculum, but this is

be worthwhile to get just one of the three teacher's books in order to look at the "Extensions" section that is repeated at the back of each of them. This written in a quite different style from the rest of the text, is highly readable and convincing, and deals with what science is, why we teach it and looks at language, mathematics in science and the development of technological ability. A section on the vexed question of recording progress in science is helpful and there is a useful list of equipment to collect and buy.

A new publishing venture is that by the Association for Science Education, the professional organization for science teachers, which aims to stimulate and support the improvement of science teaching at all levels. It has made a notable advance in the primary sector by beginning the publication of the *Primary Science Review*. This journal is a natural development from the long-standing involvement of the ASE in primary school science and a response to its rapidly growing primary membership. *Primary Science Review* covers the age-range 3-13 and includes a range of articles, with ideas for practical activities, news, discussion, comment and reviews relevant to teaching science and technology at the primary level, and is very much geared to the primary school classroom teacher. It is a welcome development



A speckled bush cricket nymph is illustrated in *Crickets and Grasshoppers*, a recent title in Wayland's colourful and informative *Discovering Nature* series (£5.50 each).

one of the few books that goes anywhere near providing teachers with real help. The author has obviously worked through all the examples he quotes with his own children and the themes of elastic energy, seeds on the move, the measurement of time, wheels and paper structures, with their easy prose are not only a joy to read but are impressive in their systematic, detailed and logical pursuance of a problem solving approach. There are clear examples of children making their own decisions and gaining confidence about those decisions, being inventive, and using their initiative. There is also clear and unobtrusive guidance on the teacher's role.

Four new titles *Balancing, Bounce, Stretch and Springs, Towers and Bridges and Wheels in the Science Spirals* series by Julie Fitzpatrick (Hamish Hamilton) are worth noting. Colourful and sound, they present a multiplicity of simple activities and experiments that engender a spirit of enquiry and a scientific approach to things. Many of the ideas could be plagiarized by infant teachers for presentation to their children. My only plea is that this myopic reader would much prefer a larger typeface to the notes for teachers and parents found at the back of each book.

At the infant school end there is still need for books that can give good, practical guidance to primary science. Expensive yet to the large, colourful and world: *Science Through Infant Topics*, by Enid Fitzgrave and Janet Brooks, (general editor, Brenda Priest) with interest only to come away disappointed. The tone is irritating. Clearly the authors are telling the teachers and the teachers must tell the children, and neither dare deviate from what they are told to do. Such a prescriptive approach is not for me but I understand the scheme because it could

EXTRA

Some for parents, some for teachers

Home and away

ANDREW ROTHERY

Mathskill 1, By Peter Smith. £1.25; *Mathskill 2*, By Roger Hopworth. £1.25; *Junior Maths 3*, By Sandra Soper. £1.75. Piccolo.

Getting on with Multiplying: Getting on with Dividing: Getting on with Adding and Taking Away, By Michael Holt. Collins 99p each.

Multiplying and Dividing, By Annabel Thomas. *Multiplying and Dividing Workbook*, By Jenny Tyler, Weighing and Measuring, By Annabel Thomas and Nigel Langdon. Weighing and Measuring Workbook, By Helen Davies. Usborne. Books £3.50 or £1.75. Combined volume £3.95 paperback. Workbooks £1.25 each.

SPMG Primary Mathematics Stage 3, New edition. Textbook £2.75; Workbook 85p; Worksheets £10.95; Progress Tests Teacher's Book, £2.95; Answers Book, £5.50. Scottish Primary Maths Group, Heinemann Educational.

Nuffield Maths Challenges A, By Eric Allaby and Ray Bull. Pupils' book £1.80. Teachers' Handbook £3.50. Longman.

Maths Links Tests of Mastery, By Joanna Turnball. Level 1 Manual £1.70; Tests £1.70 per pack of 10; Level 2 Manual £1.70; Tests Part A £1 for 10; Part B £1 for 10. National Association for Remedial Education, 2 Lichfield Road, Stafford ST17 4JX.

Until recently there was a fairly clear distinction between maths books in bookshops and those in schools. For young children bookshop books were usually games and puzzles while school books contained more structured exercises. To cater for parents who wish to give their children help at home, some bookshops have always sold a few school titles. However, the distinction is becoming a little

more blurred. The Piccolo books are designed and marketed for home use. They are intended to be written in, and some pages are to be cut up. *Mathskill 1* and *2* are for seven to nine and nine to eleven-year-olds respectively. They contain "games, puzzles and investigations for maths practice", the mention of "practice" no doubt being intended to convey to parents the underlying seriousness of the activities. The content is indeed a respectable collection of mainly number activities in puzzle format with one or two number games. *Junior Maths* carries more routine skill-based work.

These books could indeed be useful in school, particularly now that the Cocksfoot Report has encouraged the use of less routine and more thought-provoking activities for young children. Nuffield Maths' *Challenges* books are in this category and aimed at the school market. The problems and puzzles are presented in a more sober style and, being intended for use with older juniors in primary schools, are more demanding.

Seldom does one expect to see radically new material in puzzles and investigations books. Authors tend to draw upon a large bank of established ideas. Some have been developed in the last few years, others are timeless favourites like tangrams and magic squares. Authors express their creativity through the selection, modification and presentation of the puzzles. To be fair, the authors often do modify well-known puzzles so that they would represent a new challenge to the pupil. Both the above series give parents and teachers a package of standard material well studied to the age ranges indicated.

The Usborne books are attractively presented in colour for young children to use at home. The style is unusual in that the books contain a good deal of reading about mathematics. Problems to try yourself are less prominent. A number of jolly animal characters discuss the maths and explain it to each other. There is also a computer program to type into your home computer.

Michael Holt's write-in workbooks are also intended for home use. They do not contain puzzles, however, but concentrate on routine skills in arithmetic. They are well-illustrated and in colour. Indeed, the illustrations are an integral part of Holt's carefully thought out technique for helping the child answer each question without textual explanation. This is an approach successfully developed in his own and in some other school textbooks. *Adding and Taking Away* covers rather too broad a range of skills: from 8+5 by "counting on" to 46-17 by "decomposition". The other titles, *Multiplying and Dividing*, are focused clearly and are suitable for children of around six or seven.

The new edition of SPMG's well established series is noticeably revised in terms of content and presentation. There are other updates too though the basic content and approach are much the same. Material for progress tests on the scheme contents is to be included at each stage now and contains both written short items and oral questions.

Maths Links Test of Mastery are group criterion referenced tests. They are intended to be given to a class or year group of any ability with the aim of identifying specific skills which might need remedial attention. Level 1 is for seven to nine year-olds whereas Level 2 is for the 10 to 12 age range. The emphasis in the tests is on number though by no means exclusively so.

Poetry please

Presenting Poetry Books 1-4, By Patricia McCull and Sue Palmer. Oliver and Boyd £1.40 each, 0 05 0037250; 0037256; 0037257; 0037258.

The authors of the Book of Common Prayer probably felt that the congregation would at least get a decently written service, no matter how inept the parson. The authors of poetry teaching anthologies tend to work on the same principles. Children will meet enjoyable material and lively follow-up work, maybe in spite of their teachers.

Patricia McCull and Sue Palmer try harder than this in their series for 8 to 12-year-olds. In a preface they note they say, "the voice of the book is meant to speak to the pupil in simple clear language. However, it will be understood (a) that the book is also talking to the teacher through the pupil, and (b) that the teacher plays a vital role in assisting the pupil to read, comprehend, interpret and, above all, enjoy the material".

The problem then is, where does the teacher sit while the authors are teaching the class? McCull and Palmer get into some odd contortions: "You could borrow some (books) from other teachers (but remember to write each teacher's name inside each book in pencil, to make returning easy)"; or, "Your teacher can write your ideas on the board as you think of them"; or, more cunningly, "You might like to look up a book on Ancient China... (Miss had better check out the Oriental Shelf P.D.O.)".

Committed teachers of poetry might find such instructions intrusive. But they don't need this series - the real audience is the large number of teachers and students who readily admit their anxiety about where to find poems and what to do with them. Whether the books would have been more appropriately addressed directly to them is another matter; the authors (or possibly Messrs. Oliver and Boyd) are insistent that every child needs a

copy so that readers have first-hand contact with the poems (so far, so good); and that "questions and follow-up work with each unit require the pupils to have access to the text" (well, not so good - finally there is no substitute for teaching responsive to the unique meeting between this poem and this group of individuals).

The horizontal page design is attractive, with diverse and sparky illustrations; and there is a neat use of sections of "silver pages" of poems for pleasure. The predominating double columns of print are not always helpful if children are to be aware of the shape of a poem. Clusters of three or four poems are usually followed by questions - posed in a well-judged, user-friendly tone - intended to aid "comprehension" but sometimes leading rather rapidly away from the text itself. For example, a couple of questions about detail in Wilfred Owen's lengthy "A Farmer Remembers Lincoln" are followed by "Do you know of any other American presidents who have been assassinated?" You may, or you may not; what isn't happening here is that you are being drawn closer to what is on offer in this particular poem.

There is a wide range of suggestions about ways of reading poems so that children might taste them on their own tongues; and, refreshingly, the advice to revisit well-liked poems. Ideas for art, tape, music and dramatic work should often enable children to make poems enjoyably their own. Poetry enthusiasts would find single copies useful for ready reference to so many current favourites who read aloud well - there are sections on Rosen, McGough, Cusley and Silverstein, for example, though on Kit Wright, Gertrude Owen or Allan Ahlberg, or poetry which reflects ethnic diversity. Given the permission fees which must have been paid, the books are not expensive; sets of the series would certainly be helpful to teachers anxious about their arguments (or possibly Messrs. Oliver and Boyd) in the field.

Geoff Fox

PRIMARY MATHEMATICS

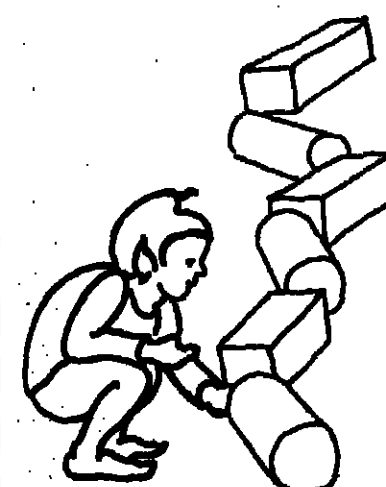


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EXTRA

Changes in the spelling climate Left to right

SYLVIA CARAVIS

Over the last fifteen to twenty years, there has been a growing interest in the developmental nature of children's writing and spelling abilities. Research has included investigations into the relationship between the developmental nature of children's spelling strategies and the cognitive and linguistic growth, studies of visual imagery and recall, and provided evidence that children proceed through various stages of spelling development en route to becoming competent spellers. This view of spelling accommodates all spellers, good, bad and anything in between. It would be nice if all those involved with children's writing could be aware of the stages of development and how to encourage and facilitate movement through them.

A school-based investigation recently undertaken as part of an in-service course of study on "Reading, Processes and Practices" arose from interest in recent research and the necessity for a Special Needs Advisory and Support Teacher to offer help and advice to colleagues on the subject of the findings of recent research. It was hoped that the information gathered would provide indications for the future teaching practice with regard to spelling.

The aim of the investigation was to explore the possibility of promoting spelling progress by encouraging the development of visual skills. The group selected was a vertically grouped class consisting of top infants and first and second year juniors. During the year, the special needs teacher, class teacher and children had worked together on a variety of language activities and the proposed investigation was considered as an extension of work previously undertaken with this class. To have a basis for measurement of progress before starting the experiment, the children were classified according to their stage of spelling development. Gentry's stages of spelling development were used for this, and are defined as follows. Pre-communicative. Semi-phonetic. Phonetic. Transitional and Convent. The main features of the pre-communicative stage are some knowledge of the alphabet through production of letter forms but no knowledge of letter-sound correspondence. Spelling appears as a random stringing together of those letters the writer is able to produce. The child may or may not know left to right directionality of English spelling. Number symbols may be included.

The child mixes upper and lower case letters and generally shows preference for upper case letters.

In the pre or semi-phonetic stage the speller begins to realize that letters have sounds which are used to represent sounds in words; spelling is abbreviated, a letter name strategy is used eg R = are. U = you. In addition the child begins to grasp left to right sequential arrangements of letters in English orthography and to gain a knowledge of the alphabet. Word segmentation may or may not be in evidence.

In the phonetic stage there is a total mapping of letter-sound correspondence and the surface sound features of word being spelled are represented in spelling. The child is also systematically developing particular spellings for certain details of phonetic form, eg tense, long/short vowels, pre-consonantal nasals, "ed" endings. Letters are assigned strictly on the basis of sound. There is no regard for acceptable English letter sequence, or other conventions of English orthography. Some word segmentation and spatial orientation is in evidence.

In the transitional stage, the child adheres to basic conventions of English orthography; vowels appear in every syllable, nasals are represented before consonants; a visual strategy is developing, eg EIGHTEE rather than ATE. The new visual strategy may lead to reversing some letters, eg HUOSE = house. In addition there is a growing awareness of different spellings for some sounds and the child uses learned words correctly in greater abundance.

Finally in the correct stage there is a knowledge of English orthographic system and basic rules; the child extends his or her knowledge of word environmental constraints and has a knowledge of word structure, prefixes, suffixes, contractions, compound words. He or she also has an ability to distinguish homonyms, and there is growing accuracy in silent and double consonants. Moreover, the child is able to think of alternative spellings, uses visual strategy for mis-spelled words - "It doesn't look right" - and continues to master uncommon spelling patterns, eg elvic and irregular

spelling. He or she also masters latinized forms and other morphological structures and accumulates a large corpus of learned words.

The experiment, which lasted seven weeks was organized as follows. Every child in the class produced a piece of writing without reference to personal word books, dictionaries and as far as possible, other children. These scripts were examined by the class teacher and advisory teacher, and categorized roughly according to Gentry's stages. It was found that most children fell into the categories of phonetic and transitional spellers. From these two broad bands, two groups of ten children were selected, one representing each category. Each of the two groups were divided into five test children and five control children.

During the experiment, the five test children in each category referred to one central word book when they required spelling help. The book was kept by and with the teacher and written in only by her. The children had to ask the teacher for the required word to be written in the central word book, look at it for as long as they felt it necessary in order to be able to recall it, return to their writing and attempt to reproduce the word. (This has been described by Cripps as "interest, intent and intention to reproduce".)

They were allowed unlimited "repeat viewings" of the word, but they were not allowed to take the book to their writing.

The control children and the rest of the class continued to use personal word books, written in by an adult working in the classroom and kept in their possession. This group also had access to dictionaries. At the end of the seven week period, the whole class produced another piece of writing under the same conditions as the first. In both cases the writing was subsequently to a class book sharing/story reading session, which was led by the class teacher and the advisory teacher. The children were then asked to write their own version of the story, either from a personal perspective or as a

retelling. There was no time limit on writing and the class was told that they were all involved in finding ways of how to remember words they wanted to use.

The analysis of the second script did not show a marked change in the children's spelling abilities, either in the test or control groups.

Also, there was little difference between the test and control children, in either the phonetic or transitional categories. This was probably due to the fact that the children selected as control, plus the rest of class, decided that they preferred the system being operated by the test children and gradually joined in!

The children appeared to think the central word book system was more useful. It could be that they recognized a useful and efficient method of learning to spell and/or that they wanted active involvement and responsibility for their own learning.

Although there was no great change in spelling abilities with no children progressing totally from one stage in spelling to the next, there was evidence of growth within the stages and of development of some features associated with the next stage.

From a developmental aspect this would seem to be a natural state of affairs, ie one of gradual progression as opposed to sudden change. In the phonetic group the major difference between the first and second scripts was the increased use of two syllable words, in the transitional group it was apparent in the increased use of the pre-consonantal nasals and the use of "ed".

These changes were all considered to be improvements, demonstrating a greater word knowledge, access to a larger spelling vocabulary and the confidence and ability to use such knowledge.

In reviewing the experiment the non-quantifiable results listed by the class teacher were encouraging. With regard to writing in general she reported that all children had grown in confidence; younger children appeared to be better spellers and that some children were now looking more closely at words and discussing them. In addition, there were less queues for

words; children did not ask so often for words that they could already spell; and in all cases, writing style had matured.

While all these changes cannot be totally credited to the changed spelling environment, they do seem to indicate that the children were beginning to rely on some degree of visual recall. The second point also appears to demonstrate that younger children did not have such entrenched habits of copying words as the older children and could therefore make more rapid progress.

The class teacher also felt that the central word book system was an improvement on her previous method of giving separate (and frequently the same), words to individual children. There was now very little queuing for words and the children had far more autonomy for their own learning; they searched in class word books either individually or with help from another child and there was a lot of discussion and interest. The impact on classroom management had been noticeable. The class teacher intended to adopt this system in the future.

Reflecting on the results of the seven weeks, it would seem that the system described above, although not achieving great spelling progress in a relatively short period, if used over a whole school year, and/or throughout the school as part of a spelling policy, could make a noticeable difference both in classroom management and the development of spelling skills.

More importantly it would take account of the visual aspect of spelling and provide the opportunity for this skill to be developed. Hopefully, in this way, spelling will be given an acceptable perspective, ie that "spelling is for writing" not an end in itself.

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Sylvia Caravis is doing a diploma course at Bulmershe College. She is a Special Needs Advisory and Support Teacher in Oxfordshire.

Ups and downs

Learning Difficulties in Reading and Writing: A Teacher's Manual. By Rea Reason and Rene Boote. NFER-NELSON £8.95. 0 7005 072 9.

"Learning to read," say the authors of this manual, "may be likened to climbing a mountain." A moment later, however, they suggest that it is "like learning to swim." Separately, these analogies make reading seem arduous and even unpleasant, suggesting that there may be something to be said for a walk in the park. Together, they stretch credibility. No child can be expected to swim up a mountain, and I now understand why a psychologist's know will not accept any analogies whatever.

The manual itself is an attempt to combine the structures of a self-contained remedial course, which in this case divides initial reading into four distinct stages, with sub-divisions and phonics, with the most recent developments in parental involvement, which inevitably involve non-specialist help. The outcome is inescapably hybrid, with a broad range of learning activities and games which really can be used by everyone presented alongside frequent references to research which may not be readily available, and descends into jargon, as in the section entitled "diagnosis of cognitive deficit". In this context, appreciation of the manual's strengths, which include

an excellent chapter on spelling and sensitive treatment of handwriting, can never be quite qualified. It has, moreover, virtually nothing to say on the selection of good books and stories and, on a theoretical level, might usefully have analysed Dr Morgan's Paired Reading technique separately and in more detail.

These are not minor objections, and if, in the end, they are outweighed by the sheer practicality of much of the manual's advice, they are still likely to limit its effective audience to reading specialists and to suggest to most teachers and parents that helping children with difficulties is much more complicated than it usually is.

John Bald

Computer choice

Hands On: Hands Off. By Christopher Schenk. Illustrated by David McKee. A&C Black £7.95. 0 7136 2707 7

Books about computers in primary schools are difficult to write. Changes in microtechnology, and in ideas about software, happen so fast that any book is in danger of seeming dated almost before it is published. The third section is about handling information, particularly to support scientific enquiry and historical topic work. At the end of the book, there is some useful kind of programs which support a problem solving approach.

Hands on: Hands off. It is written in

remain long after the BBC micro and schools have come and gone.

The book is in three sections. In the first section the computer is depicted as a versatile resource for investigating mathematical problems or exploring ways that words fit together. The second describes how children can use Logo and turtle geometry to produce pictures and patterns. The third section is about handling information, particularly to support scientific enquiry and historical topic work. At the end of the book, there is some useful kind of programs which support a problem solving approach.

Hands on: Hands off. It is written in

both educational and computer jargon. Throughout the book there is a strong emphasis that children's work with the computer needs to be properly integrated with other classroom practices. Each of the three sections, as the title suggests, describes a number of activities which children can undertake with their micro, and more importantly, away from it. The book and white sketches and diagrams are described in the text can be implemented in the classroom.

If primary teachers are looking for one major source of ideas for computer use, then this is the book for them to choose.

Anita Straker

Primary history conference

Free of the tyrant

PAUL NOBLE

Byzantine emperor Basil II put out the eyes of 15,000 Bulgar prisoners to encourage them not to forget who was master. Arguably less effective, but not much less bloody *aides-memoires* have been employed by teachers of history since a long time BC (Before Computers). Byzantine Basil became known as the "Slayer of Bulgars" though I cannot recall, from my days at Brockley County any history teacher coming himself a comparable title. (Some did come pretty close.) I wonder what tactics were used to teach history at your school? Did you suffer from neat mnemonics? Many were the minds exercised by such poetic gems as: "In 1492 Columbus sailed the ocean blue," and "Remember, remember the fifth of November, gunpowder, treason and plot." It is easy to mock, but these learning devices were important and useful when the history syllabus lay in the hands of the tyrant "fact".

In part because there is a wider appreciation of the truth that, although the past is unalterable, history is not, the tyrant's grip has loosened. In the primary school he has certainly been deposed. His demise does seem more like part of a minor cabinet reshuffle than a major deposition in some arena of education however. Even GCSE history shows signs of being dominated, as one informed observer concisely put it, "by the three ugly sisters: content, coverage and chronology". But historical fact is no longer king in the primary school.

What then, should we now be teaching? Why? How? Tackling these questions is not easy while utility grows in importance as a measure of curriculum content, and "skill" coveys the tyrant's crown. Primary history must find its place within the context of topic work, although as HMI have pointed out, the subsidising of history under

"projects" or "topics" can be disastrous for history. The Primary Survey (1978) drew attention to a lack of progression, copying from books, little evidence and little sense of time. But 1978 was a long time ago.

What's new? Historical work in primary schools has acquired a greater sense of purpose in the wake of DES and local authority initiatives. The publication of *History in the Primary and Secondary Years* (DES 1985) has given fresh impetus to work going on at authority and school level. Many local authorities have established rationales for primary history and published guidelines. Teachers are now getting to grips with the problem of putting them into practice.

I see evidence of less wariness in making the history in topic work visible. It is even allowed to surface, when appropriate, as a discrete and worthwhile entity. Teaching strategies are being refined and improved. Oral history, pretending (sometimes more grandly but less accurately called "role-play"), work from old objects and all kinds of evidence, and new variations on the theme of time-charts, are playing increasingly important parts in the revitalizing of primary history. Ways are even being found of making less habrue use of computers.

Not everyone knows about this, unfortunately, and there are many primary school teachers whose work is still unaffected by these developments. It is not surprising, therefore, that the Historical Association should take an initiative to improve the communication of recent developments and to encourage good practice in the primary school. The HA's first National Primary Conference (Saturday March

14, 1987) will also provide a public forum for the views of primary teachers and advisers. It is intended to be a "talking" as well as "listening" shop. There will be contributions from the HA itself, publishers, and the BBC, as well as workshops on "Making the most of Museums" (Geoffrey Toms); "Using the Historic Landscape" (Mike Carlsbury); "Using an Historic Building" (Peter Hammond) and "On not being a barbarian with a computer" (Stuart Watkinson). Related displays of children's work will serve as a constant reminder to the participants, of the real world of the classroom, as well as providing inspiration. The conference will also give birth to a new publication. A report of the proceedings will be published by the HA. This first of many annual conferences will take place at the Tower of London.

Although not every primary teacher might choose to spend part of a weekend in the Tower, the Tower Education Centre actually provides an excellent venue. One can only hope that the Conference will play its part in keeping up the momentum for curricular improvement that has built up in recent years. Much remains to be done, especially in the area of classroom management and in the replacement of the pot-luck curriculum. But it is nevertheless comforting to see that primary school history is not entirely a thing of the past.

What's New in Primary History? First Historical Association National Primary Conference, Tower of London March 14 1987. Price (including conference report, coffee, tea and entrance to the rest of the Tower) £11.50. (£9 to members of the HA). The Historical Association, 39a Kenning Park Road, London SE11 4JH.

City Links. By June Jones. Blackie. Six titles. 95p each. City Links is a series of six 16-page books described as "simple stories based on real-life happenings among families and friends of different cultural backgrounds".

Multicultural selection

I am a Buddhist. By D Samarasekera and U Samarasekera. Franklin Watts £4.95. 0 86313 261 8.

Buddhism is not easy to explain to young children. However, looking at this belief through the eyes of a child, the authors here have expanded her view with explanations and background information with the help of a religious consultant. The book is enhanced by Chris Fairclough's beautiful and sensitive photography. The majority of pictures were taken in the family home in Britain and the last chapter is devoted to the Festival and shrines of Sri Lanka.

Difficult concepts such as the "Eightfold path" are explained with simplicity and accuracy. The more serious chapters are followed by lighter reading on cooking and eating and the kind of clothes that Buddhists wear for everyday use and for special occasions. A Buddhist wedding is a colourful occasion: a bride from the lowlands of Sri Lanka wears a white sari and white veil - much like a Christian bride; a bride from the hills wears a white sari but the veil is replaced by a gold or silver tiara. This distinction is not explained in the chapter "A Buddhist Wedding" and could cause some confusion.

I am a Buddhist is suitable for children in the upper junior age group. A colourful calendar, facts and figures about Buddhism and a Glossary of unfamiliar words with explanations make this interesting book useful for project work.

City Links. By June Jones. Blackie. Six titles. 95p each.

City Links is a series of six 16-page books described as "simple stories based on real-life happenings among families and friends of different cultural backgrounds".

The books have been checked and approved by the UK Islamic Mission. Under the titles *Kur'an at Home*, *Shakour is Born*, *Praying with Ammi*, *Giving in Mosque School*, *Ramadan and Eid-ul-Fitr*, and *A Happy time at Eid-ul-Adha*. June Jones has introduced several cultural concepts using authentic Urdu words instead of the nearest English equivalent. The new words are explained on a separate page. There may, however, be some confusion over the use of "ammi" and "amma". The latter is described as "grandmother". Bengali Muslim children use this term for "mother". Grandfather and grandmother have different prefixes depending on whether they are paternal or maternal. The illustrations evince a rather seriously told, though authentic, account of life in a Muslim family.

Hindu Stories. By V P (Heinart) Kantikar. Wayland £6.50. 0 85078 863 3.

Children's stories from the Hindu Scriptures occasionally appear in some of our libraries in the cheap editions produced in India. These immortal tales from the Mahabharata, the Ramayana and the Puranas deserve to be produced in more splendid form, and it is a pleasure, therefore, to see this achieved by Wayland. The style of traditional Hindu art has been retained, though without quite capturing its essence. Nevertheless, the overall effect is quite enchanting.

These classic tales are suitable for the upper junior age range, and will stimulate the more adventurous child to seek further material of this nature. The author, a retired teacher and an expert in Sanskrit, has provided the pronunciation of Sanskrit words in the glossary, and the original Sanskrit sources of the stories are also listed.

Sushilla Stone

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The celebrated Japanese artist Mitsumasa Anno has devised a charming book, *All in a Day*, which introduces ideas about time and cultural differences as well as styles of painting. Eight illustrations, from the USA, England, Brazil, Kenya, USSR, Japan, China and Australia each tell a picture story about a child, a picture for every hour of January 1. This is soon in Tokyo by Akiko Hayashi, Hamish Hamilton £5.95, proceeds to Unicef.

The Royal Borough of Kingston upon Thames is investigating the use of computers for school administration. There are two schools taking part in a pilot scheme, but unlike most other authorities involved in this work, Kingston has chosen one primary and one secondary school. Both schools are equipped with IBM PCs and Epson Printers, and at present are running a trial on SCAMP (School Computer Administration and Management Programme).

Mr Chris Curtis, Headteacher of Corpus Christi RC Primary School,

Chestnut Grove, New Malden, KT3 3UJ, is responsible for Kingston's Primary trial and whilst he does not expect to encounter many other primary colleagues using SCAMP, he would be interested to hear from anyone using computers and systems for primary school administration. This programme is designed for secondary schools and is unlikely to prove fully appropriate in the primary setting, there may be subsystems of SCAMP which would be both relevant and useful, with certain modifications.



From Hands On: Hands Off

Alphabets and number books

In the beginning . . .

Angel's Alphabet. By Marie Angel. Pelham Books £5.95.
Who's Counting? By Nancy Tafari. Julia MacLennan Books £5.25.
How Many? By Fiona Pragoff. Victor Gollancz £2.95.
Touch and Feel abc Book. By Margaret Chamberlain. Methuen £4.95.
Edward Lear's ABC. Illustrated by Carol Pike. Longman £6.95.
123 How Many Animals Can You See? By Emilie Boon. Orchard Books £5.95.
Funny Animals - Numbers (Colours). By Eileen Browne. Macdonald £2.50.
Postman Pat's 123 Story. By John Cunliffe. Illustrated by Jane Hickson. Andre Deutsch £1.25.
Picture Play - Sizes, Colours, Shapes. Numbers. By Gillian Youlton. Franklin Watts £3.85 each.
What's That Number? Shape, Feel, Smell etc. By Kate Petty and Lisa Kopper. Franklin Watts £2.95.
Number Fun, (Word Fun). By George Adams. Illustrated by Gill Tomblin. Beehive Books £5.95 each.

With so many early learning books to choose from, what are to be the criteria for parent, aunt or teacher of the very young? If adult pleasure were all there would be a case for Angel's Alphabet - the elegant patterns she weaves round a menagerie of unusual animals are delightful and would repeat into stunning wallpaper - but it's unlikely they could have much mnemonic effect. Visual pleasure is important, of course, though what will enchant an adult may be too subtle or complicated for a young child. Nancy Tafari's large, clean drawings of various animals being counted by 10 retrieval puppets are beautiful, but not always easy to construe. The greatest shared pleasure here may lie with the greatest clarity, in Fiona Pragoff's brilliant photographs, in two little books, one newly out, on ring-bound laminated paper which make them delightful to handle. Clarity is very important. Alphabet

AUDREY LASKI

books, for example, must be carefully designed not to give confusing cues by putting too much in the picture. The Touch and Feel abc Book does well here; there is nothing on the "c"/"f" spread except the elephant and the frog. Fiona Pragoff often scores too, in her 1985 Alphabet with splendidly isolated ear and nose and mouth for "c" and "n", though I was less happy about the "k" kitten with its ball of wool; in the best of all learning alphabet books, Jill Waterman's Harry's Alphabet, published last year, this problem, like others to do with building interesting pictures with the letter word clearly indicated, was solved by extracting the icon - in this case a kitten - from a whole picture of Harry's little sister encouraging the kitten to play with the wool, and matching this to the capital letter while setting the word "kitten" against the lower case.

This ingenious device also dealt with the problem of whether to show both upper and lower case if you are only going to write the word with lower. The Touch and Feel abc Book, despite the confusion suggested by the printing of the title, only gives lower case in its pictures, felt shapes; Fiona Pragoff gives both but uses only lower case in her words, leaving some else the problem of explaining the presence of the capitals. In Edward Lear's ABC, this question is handled by the form of the first line of each stanza - "B was once a little bear" - but Carol Pike's pleasing pictures are full of distractions.

Sing a song

Noah. By Mary Martin and Valerie Stambles. Holt, Rinehart and Winston £4.50. 0 03 910677 2.
Sing a Song for a Baby (second edition). By M. Martin and V. Stambles. Holt, Rinehart and Winston £3.95. 0 03 910664 0.
A Star Shines Out. By Allison Hedger. Golden Apple Productions, Beckley, Hinton, Christchurch, Dorset. £3.95 + 50p p.p.
From Us To You. By Jan Holdstock. UE 17999 £2.45.
Play Along Songs. By Jane Selbie. Hamish Hamilton £5.95. 0 241 11633 8.
Boomp-a-Daisy. A and C Black £5.95. 0 7136 5601 8.

Writing or composing music for young children is more of a challenge than we might imagine. There is a fine balance (certainly when it comes to material for "performance") between maintaining the real musical interest and keeping the music simple enough for it to be readily accessible. How do we avoid the monotony of D major and F major and still keep melodies within a pitch range appropriate for young voices? Why do our traditional adult preconceptions make us avoid time signatures other than 3/4 and 4/4 and why do instrumental accompaniments, particularly on tuned instruments, provide more musical interest than anything children can musically do themselves? Many "cantata" type works, where transmitting some message is of dual importance, run into the problem of marrying up appropriate language with appropriate musical material.

Noah gives us yet another musical setting of a well-loved/well-known theme for children's cantatas. Indeed some of the earlier offerings are quite difficult acts to follow. In this version,

each song (there are 11 altogether) is prefaced by a brief explanatory narrative paragraph, followed by a musical - presumably in an attempt to add something other than a musical dimension. These vary from the simple "Who do you think this animal was?" to a more complex moralistic question such as "Do you think God chose the right family?" If the children are acquainted with the Bible version their answer to "Why was Mrs. Noah's husband so angry?" would be quite different from the one expected from this text. The pitch range of the songs has certainly been considered, though six of the eleven songs are in D major, and there are some suggestions for instrumental participation.

Sing a Song for a Baby is very much in the same mould. There are 14 songs, 10 of which are in D major, each prefaced by two narrative paragraphs, one more suitable for younger children and the other for older children. Production and presentation details are also supplied as well as some suggestions for pupils to participate with percussion instruments.

A Star Shines Out, might at first glance appear to be just another cantata composed for the younger market to add to the list. But it does not taken by the rather simplistic introductory Pastoral scene for two deers, which follow - only two in D major - are both powerful and exciting, yet delightfully simple and musically delectable. The stave is presented in clear large print with the vocal line and words above the piano accompaniment. The words are also printed separately and where appropriate the accompaniment patterns appear in smaller print below the songs.

The 12 songs, which can be performed in sequence to produce a presentation of the Christmas Story, are used individually as part of the Christmas Concert, in a variety of keys with well-constructed but straight-

forward piano accompaniments which support but do not always articulate the apparently simple melodic vocal line. From Us To You is also something out of the ordinary, not least because the composer's royalties are being given to Save the Children Fund. This short collection of seven songs, for unison voices, presented with photographs, conveys a simple yet powerful message. The pitched percussion parts, which are simple enough to teach by rote, are mostly built on ostinato or sequential ideas and the melodies are delightful, even if one or two have shades of Sydney Carter about them.

Play Along Songs and Boomp-a-Daisy are both collections which fit the classroom more than the "cantata" resource. Play Along Songs is a collection of 35 original songs covering "The Wobbly Toon" to "Lolly on a Stick" and "Get in the Bath". The collection also includes action-based songs with corporate encouragements familiar to younger pupils such as "Clap your hands, Tap your thighs", "It's a clapping song", "Boom-ling Boom-ling" and "Get in the sound", and the almost inevitable "Wiggle your fingers in the air". Many of the songs invite children to be involved on untuned instruments in a traditional but constructive way, usually copying a rhythmic pattern which they have already sung. After all the wonderful "Big-a-a" titles from A & C Black, Boomp-a-Daisy is almost inevitable. Many of these songs lend themselves to what this publisher is clever at: selecting appropriate material, simplifying the piano accompaniment almost beyond belief and still managing to retain most of the original flavour. If a good sing-along book, then this collection of Musical-type songs may be just the

book to draw a specific sketch to

Explorations in Logo Variable names

ROSAMUND SUTHERLAND

For the last three years I have been working with Logo in the secondary school. As part of my work I have explored the possibility of using pupils' experience of variable in Logo to help with their understanding and use of variable in traditional algebra. This work has been part of the Logo Maths Project based at London University Institute of Education. By the end of this study the pupils were in the third year of secondary school and I wanted to discover what would happen if junior school children were given similar experiences.

I found a school, which had been part of the Chiltern Logo Project, in which the top junior class, although they had never used variables, were confident with the ideas of procedure and subprocedure. There is one computer in the classroom and the children take turns to use it throughout the week.

It was during my second visit that it became possible for me to introduce variable to three pairs of children. The teacher had talked to the whole class about the idea of using a variable name to represent a range of numbers.

Sandra and Sara came to the computer having decided to draw the letter X and had planned a procedure:

TO X :SARA
RT 45 FD :SARA BK :SARA
RT 90 FD :SARA BK :SARA
END

They typed in X 30 and were very surprised when this did not draw the letter X. They actually wanted the first FD command to be twice as long as the first BK command and the second BK command to be twice as long as the first FD command. They thought that the all powerful computer would take control of this for them! How should I intervene? I could talk to them about the relationships between the FD and the BK command and show them how to operate on a variable in a procedure but somehow this did not feel appropriate. Instead I decided to use a more concrete strategy which I have been using with secondary school pupils.

I was concerned about Sara and Sandra attempting to define a variable procedure in the editor as I felt that this might be too big a jump from concrete to abstract. I asked them to write a procedure to draw a specific sized X. After a little trial and error they successfully wrote this procedure. I then showed them how to make this procedure variable by multiplying all the distance commands by a variable input which they called CAT.

TO X :CAT
RT 45
FD 200 :CAT
BK 100 :CAT
LT 90
FD 100 :CAT
BK 200 :CAT
END

My previous work had taught me that pupils quickly attach too much meaning to a variable name, thinking that for example the computer understands the word SIZE or the word LENGTH. If you ask pupils to use "nonsense" names they quickly learn that the actual name is of no importance (also a very important idea in algebra). After defining this procedure they tried X 200 and, of course, this X was so large that the turtle wrapped around the screen. At this point I had serious doubts about my intervention. I did not even know if Sara and Sandra would be able to use decimals but to my relief they started to experiment with smaller numbers and then after a nudge from me began confidently to use numbers like 1.3 and 0.5 as inputs to their procedure.

Did they understand what was happening? The teacher said that they had never multiplied by decimals before. Why not use Logo as a first introduction to the idea? At first they will be using the procedure as a tool to draw a variable sized X and then as they begin to develop an understanding of the processes involved, particularly if the teacher asks them to reflect on what they are doing.

The next pair, Stephen and Dan, wanted to make a procedure to draw a variable sized letter L. After talking to them, I decided to ask them to write a procedure to draw a specific sized L.

they did this (using 200 for the "up" and 100 for the "along"). I then asked them to write a new procedure to draw a bigger L, and they did this using 300 and 200. They finally wrote a procedure using 100 for the "up" and 5 for the "along". I wanted them to have concrete experience of what they were varying. They did not appear at this stage to be concerned with the relationship between the two numbers and so I showed them how to define a procedure:

TO L :LINE :DAN
BK :LINE
RT 90
FD :DAN
END

They then explored this new procedure using inputs like 999, 999 and 890 and 123, 456. This use of numbers told me that it would have been a mistake to introduce the idea of a variable input as a scale factor. At this point they tried L 100 200 and this provoked some lovely discussion among the class about whether or not this was a "real" L.

Carl and Rod came to the computer with the following list of commands which they had used in a previous session to draw a circular spiral:

REPEAT 180 [FD 1 RT 1]
REPEAT 180 [FD 2 RT 1]
REPEAT 180 [FD 3 RT 1]
REPEAT 180 [FD 1.5 RT 1]

So how they had discovered while working at the computer that they needed to use decimal numbers to make the spiral "small enough". They seemed to think that they must use RT 1 to draw a circle and so this "forced" them into using decimal inputs for the FD command in order to make the semicircles smaller. I showed them how to write a procedure:

TO A :CART
REPEAT 180 [FD :CART RT 1]
END

They used this and built the spiral again using inputs of 0.1, 0.2, 0.3, 0.4, and so on. I decided to show them how to write a recursive procedure. I asked them what they had done to the 0.1 to make it into 0.2 and the 0.2 to make it into 0.3 etc. They told me that they had added 1 each time. So I showed them how to define:

TO A :CART
REPEAT 180 [FD :CART RT 1]
A :CART + 1
END

These boys were convinced that the difference between 0.1 and 0.2 was 1 but that the computer response told them that "there was something wrong" with their idea (an important aspect of working with Logo is that the teacher does not have to tell them). I was then able to nudge them into trying 0.1. Again I am sure that they did not "understand" why at this stage, but when the correct picture was drawn they had concrete evidence that adding 0.1 produced their desired result. They were using mathematics as a tool to solve their problems. The teacher said that these pupils had not yet formally learned about decimals in class, they learned about the numbers 1 2 3 4 5 6... in "ones" and so they conjectured that the numbers 0.1 0.2 0.3 0.4... also go up in "ones", the teacher can now use the pupils' Logo experience of decimals in her "non Logo" teaching. Rod told me that the spiral would carry on for ever because there are more numbers going up than going down.

I am very impressed by how reflective these children are with their Logo work. If you have the reflective base then the possible area for working with variables are also using decimals. I tried to match my introduction of variable to what I sensed the pupils would understand and to problem solve the ideas they were using to work. I certainly took more risks in introducing new ideas than I first have done three years ago when I first started working with Logo. In the end as a teacher you have to respond to your intuition and I believe that Logo "teaches" Can primary school children use their understanding of variable to help them "traditional" algebra? At the moment this question is being explored in my current work.



Ian McKellen and Judi Dench

Stark

Macbeth
VHS £25 + VAT
Thames Television International, 149
Tottenham Court Road, London W1.

Trevor Nunn's production of Macbeth for the Royal Shakespeare Company is now available on video. Originally put on in 1976, and then re-staged for television in 1980, it offers a powerful and disturbing account of the play.

Nunn's notes emphasize its ritualistic, ceremonial qualities, and these features are stressed in his production. The action mostly takes place against a black background, varied occasionally by a grey mist. Nearly all the characters are dressed in black, the only relief coming from the white costumes of Duncan, Lady Macduff and her son.

From this bare backdrop the lighting picks out the faces and figures of the characters in a way that is hypnotically compelling. This is a version of Macbeth which makes perfect use of the medium of television in order to recreate the concentration and intensity of the play.

Ian McKellen, hair slicked back to make his features stand out more starkly, impressively charts Macbeth's process of hardening, defiance and decline. Judi Dench as Lady Macbeth, gaunt in black headgear resembling a skull-cap, is a convincing and at times moving study of disintegration, with a particularly fine sleepwalking scene. In a play so dominated by its two leading roles, the other characters inevitably tend to be overshadowed; Bob Peck's Macduff, however, is also well conceived.

De Quincey's classic essay "On the knocking at the gate in Macbeth" describes the porter scene as removing the "awful parenthesis" which had seemed to suspend the activities of normal life. It is the achievement of this production to have captured the oppressiveness and claustrophobia of that parenthesis.

Ashok Bery

New model

Do Put Your Daughter Into Industry, Mrs Worthington
VHS £5.75 to hire, £17.25 to buy, from
Helen Rupp, External Affairs, Austin
Rover Group Ltd, Canley Road,
Coventry CV5 6QX.

Austin-Rover's 15-minute video showing women at work throughout the company offers a lot of factual information about the varied careers open to women in the motor car industry as well as discussing, in brief like to be "usually the only woman in the department".

The film dispels the "dirty, greasy, heavy" image of engineering with the help of many production sections to the well-groomed site of external affairs director, Jean Denton's office. From boardroom to production line, the women are enthusiastic about the work they do - the creative design work of the project manager, responsible for the launch of new models or setting up conferences and exhibitions; the delicate negotiations of staff relations and business strategy; the technical problem solving of the research engineer in charge of passenger safety; the evaluation engineer test-driving a new car on the circuit.

Ann Fitzgerald

RESOURCES/VIDEO

Birds of a feather

John Tranter on a range of programmes from the RSPB

The Titmice (26 minutes) £24
Concerning Swans (27 minutes) £24
Educational Release 3 (43 minutes) £28
Educational Release 4 (46.5 minutes) £28
Add £1 for postage.

Videos may be rented by members of the RSPB Video Hire Library. Royal Society for the Protection of Birds, The Lodge, Sandy, Bedfordshire SG19 2DL.

These videos form a selection of the large range of titles available from the Royal Society for the Protection of Birds. The standard of colour photography in all of them is high and they provide an appealing insight into one or more aspects of Britain's wildlife, together with the less appealing impact of humans on our native and migrant fauna. All the programmes are appropriate for showing to secondary school pupils, though The Titmice and All About Swans are also suitable for primary schools.

The Titmice provides a fascinating snapshot view of the various species of British tits through the four seasons of the year, and in passing shows a variety of other birds. Feeding, territorial and nest-building behaviour are all carefully presented with encouragement to the viewer to provide food for the birds' survival in the winter months. The video gives an excellent insight into the lives of some of our most

popular species of birds.

Concerning Swans concentrates on the mute swan which is the only species to breed on British waters. The video starts at a leisurely pace, and shows amusing shots of swans building up speed for take-off. It goes on to examine aspects of feeding, territorial and courtship behaviour, with the latter providing a particularly arresting visual sequence. Nesting, incubation and instinctive behaviour patterns are all effectively shown. The programme presents historical aspects of the swans' relations with humans and the yearly ritual of "swan-upping" on the Thames. It ends with an extensive discussion of the threat to swans from discarded fishing tackle and lead weights by anglers - 25 tons of lead being introduced into the environment by anglers each year.

Educational Release 3 contains two programmes for more or less the price of one, so it is particularly good value. Mud, Glorious Mud, introduced by Tony Soper, presents a scientific analysis of the wide variety of migrant birds on the mud flats of tidal estuaries. Much is made of the links between the shape and length of a bird's beak and the distribution vertically in the mud of different food species, and how this relationship can be investigated. The emphasis is on feeding - particularly in oystercatchers - but there is also interesting material on competition and display of breeding plumage, and cannon-netting of birds

to enable ringing to take place. The need is stressed to have hard data on numbers and distribution if calls for the conservation of endangered habitats are to be taken seriously.

The accompanying video, Woodland Web, presents the basic ecology of food chains and interrelationships in a woodland habitat, and as such could be particularly useful for GCSE Biology studies. There is naturally an emphasis on woodland birdlife, but other examples are shown and the video usefully illustrates and brings together a number of ecological issues.

Educational Release 4 contains three shorter videos, again for more or less the cost of one normal title. All About Nests shows the wide variety of land and water birds' nests and behaviour patterns, including - not surprisingly - the activities of the cuckoo. Phomes to Peregrines documents the work of the RSPB from its early days when birds were persecuted for the trade in feathers to more modern problems including illegal egg collection and the taking of young birds - particularly peregrines - for falconry. High Life of the Rock highlights the life cycle, behaviour and associated folk lore of the rook and how it has adapted to modern living, becoming a common animal on motorways and rubbish dumps.

These three videos are perhaps less useful for direct work in schools than other RSPB educational releases, but are nevertheless of interest to enthusiasts.



Small-time pusher

Liz Swinden reviews a tale about heroin abuse

Merry-Go-Round
Fullstop Video
VHS £40 to buy; £12.65 to hire
Distributed by Albany Video, The
Albany, Douglas Way, London SE8

Some of the young people who make up the cast of Merry-Go-Round have experienced the problems of drug addiction and presumably, therefore, have taken part in this video in order to deter others from starting. It is a dramatic story which shows a young man's experience of heroin, from casual usage to inevitable addiction. It is designed "for use by teachers or group leaders to provide a basis for discussion with young people in schools and youth clubs."

In the first sequence Rob becomes addicted. He tries to scrounge money for the drug first from his girlfriend then from his mother. When this fails he starts to experience heroin withdrawal or "cold turkey" and the film ends, as expected, on a depressing note. Rob has taken Andy's place as a small-time pusher and is shown back in the playground, offering drugs to

proceed to smoke heroin, encouraging the others to join them. Rob does so. His girl friend also tries but is sick. Another girl who is with them refuses. The sequence ends with the group in a euphoric state going round and round on the roundabout.

The next sequence brings us back to reality by showing a day-to-day aspect of heroin addiction, what it is like to be addicted and what people will do to support their habits. Rob's friends are now taking heroin regularly and are shown buying some from their dealer. They and Rob eventually steal to pay for the drug. Then one of Rob's friends overdoses and dies.

In the third sequence Rob becomes addicted. He tries to scrounge money for the drug first from his girlfriend then from his mother. When this fails he starts to experience heroin withdrawal or "cold turkey" and the film ends, as expected, on a depressing note. Rob has taken Andy's place as a small-time pusher and is shown back in the playground, offering drugs to

another young man. In spite of the storyline, which is reminiscent of some of the shock-horror approach of drug films from the early 1970s, Merry-Go-Round avoids being moralistic. Used properly by an informed teacher or youth leader, together with work on decision-making skills, it could have a place in drug education, particularly in inner city schools and youth clubs. Teachers and youth workers are under a lot of pressure to "do something" about drugs, but what they do must be effective. Videos shown without proper planning are not likely to be so. Even in a youth club, where follow-up cannot always be guaranteed, the leader must be sure to have the relevant facts to hand. The explanatory notes to this video could have been much shorter and to the point, giving clear ideas about the follow-up discussion. Anyone thinking of using Merry-Go-Round will have a good deal of work to do before they show it. It won't do the job on its own.

Fish meal

The Sea Fish Industry Authority Video plus teacher's notes
Details from the Sea Fish Industry Authority 10 Young Street, Edinburgh EH2 4JQ.

The Sea Fish Industry Authority are concerned to increase fish sales and this pack has been produced to "enlighten tomorrow's adults about fish as both an excellent source of nutrients and as an enjoyable diverse food". However, the virtues of fish are an adjunct to the introduction and brief exploration of many topics which come under the terms of food and nutrition. Another positive factor is that the presentation of the three programmes

will appeal to the young. The first, "A Question of Balance", focuses on a number of pupils and their dietary habits at lunchtime. This informal setting is used to convey the meaning of diet, food groups, the NACNE report and the relationship between food and health. Practical ways of modifying the meals and related eating patterns are also discussed and the computer is used to confirm the rationale.

The second programme, "The Delectable Factor", considers the effects of global politics, religious and ethical constraints, advertising, and changing lifestyles upon our food choice. Lastly, "A Matter of Taste" examines the effects of cooking, social and cultural aspects of food, and recipes through the classroom situation. Here groups of pupils carry out the processes, using fish, and comment on the procedures adopted and their results. Each programme, of approximately 15 minutes, can be used in its own right or as part of the sequence, but careful selection and preparation will be required. The teachers' notes will assist greatly as they list the main points and suggest related activities. The Sea Fish Industry Authority have adopted a fresh and interesting approach to the teacher's task. Only time will tell if they have realized their goal too.

Deirdre Dee

NEW ZEALAND

"New Zealand: The Land and People" introduces the country and its inhabitants by looking at Maori culture, the location of New Zealand, and its key industry - agriculture. More importantly, issues affecting the country such as nuclear disarmament and racial equality are presented in a way that could lead on to further discussion. Teachers of the nine to 14 age range should find this video useful, not least in its general information about New Zealand. Available for hire, £20 from Educational Media International, 25 Bolleau Road, London W5 3AL.

NATURAL HISTORY

The story of the natural history of the British Isles over the last 10,000 years is told in a new BBC video, "The Living Isles", specially compiled from the television series shown earlier this year. The two-hour video tells of the Arctic beginnings and describes the emergence of the British Isles, separated from Europe 7,000 years ago when ocean levels rose across the world after the great thaw. It traces the colonization by wildlife of the landscape, the evolution of woodlands and the arrival of moorlands and heathlands.

The "Living Isles" is available from BBC Enterprises Limited, Woodlands, 80 Wood Lane, London W12 0TT, price £24.95.

SIGNING ON

"Signing On" is the title of a video which shows school leavers what to do when claiming benefits. Commissioned by the Welfare Benefits Resources Network, the film is presented by two young actors in a light-hearted style. It is aimed at schools, careers departments, youth clubs, advice centres and any other organizations working with young people. The video is available on VHS, price £17 + VAT, from Welfare Benefits Resources Network, Drury House, 32 Vauxhall Bridge Road, London SW1.

SEX DISCRIMINATION

"So You Think You Know About Sex Discrimination" is a video based on the guidelines contained in the code of practice of the Equal Opportunities Commission, published in 1985. The video is aimed primarily at employers and middle managers of staff who are involved in any capacity in recruitment, selection and in the development, training and promotion of employees. It is designed to increase awareness and knowledge of the recommendations of the code of practice, as well as to provide a practical source of information about the law and its interpretation. The video is approximately 20 minutes long and should be used with the presenter's guide and the Commission's Code of Practice as part of a structured training session dealing in detail with the Code of Practice.

Details are available from CFL Vision, Chalfont Grove, Bucks SL9 8TN.

HATFIELD POLY

Hatfield Polytechnic has produced a 13-minute video to be used as a recruitment tool aimed at school leavers, parents and careers officers. The video sets out to reflect the most important aspect of the polytechnic's atmosphere, personality and skills. It shows a number of students working in the outside world on sandwich courses with various companies, and emphasizes the fact that Hatfield is one of the leading polytechnics as far as placement in industry is concerned. Further information is available from Brian Emmsley, at Hatfield Polytechnic, on Hatfield 79022.

Watching the shirts dry

BY ANDREW JENKINSON

In the early 1970s Tommy Docherty, then the flamboyant manager of Aston Villa football club, remarked that if his club were to inaugurate 11 Villa football shirts on a washing line, he could confidently predict a crowd in excess of 30,000 people who would turn up just to watch them dry!

With the new football season upon us, and the league attendances at an all time low, "the Doc" along with many of his colleagues in football management, must think back with nostalgic affection to those halcyon days of the early 1970s.

Coincidentally, September is the same month when colleges of further education traditionally enrol their supporters for the coming academic season. In my college, attendances are well down on previous years. With this parallel in mind, it was interesting to observe the traditional ritual of enrolment. I, along with the rest of my teaching colleagues, officially reported back for duty on Monday, September 1. Enrolment commenced four hours later, leaving little official time to be devoted to preparation for this critical phase of the college year.

The college marketing campaign had been launched a full two weeks earlier with an extensive local mail shot. In the intervening period between the mail shot and teaching staff reassembling, countless numbers of enthusiastic customers had sought advice on our products only to be told by an overworked receptionist that staff were not back yet, and questions must wait.

In most marketing textbooks this would represent the definitive case study in how to create customer resistance to your product.

The enrolment procedure at a college of further education is a curious and rather archaic practice. The process involves our supporters queuing, in some cases for up to 20 minutes, so that they can get personal advice on what course is best suited to their needs. This counselling stage is essential if our customer is to select the correct course of study. However, the hustle and bustle of an enrolment hall does not lend itself to detailed consultation, with the result that some customers invest much time and money in what is patently the wrong course of study.

Having selected a course, the customer, the person who ultimately pays our wages, is then informed that a further queue is awaiting and that if they join the queue they will be able to have their fees assessed.

I have yet to find another industry in which an organization's salespersons (in this case lecturers) are made responsible for the marketing and selling of a product, but are not officially authorized to quote the price of that product to the customer. The concept sounds as if it would be more suitably housed in a Lewis Carroll novel than in an educational establishment. Still, if our pilgrim has stayed the course, he has only the payment queue to join before triumphantly realizing the objective of being enrolled.

By contrast, I recently needed to contact a London-based accountancy tuition college, privately owned and by all accounts profitably managed. Over a period of time, I had cause to telephone them on four separate occasions. On each event the phone was answered within four rings of the telephone bell. An extremely polite and well-informed salesperson offered immediate assistance. Any course enquiry that I made was keyed into an on-line computer system that gave an immediate response to detailed questions regarding cost, time and duration of courses; its target audience, a detailed resume of course content and the lecturer's name, qualifications and experience. A touch of a button produced a hard copy that was mailed to me the same day.

Their system ensured that within 24 hours of an enquiry a customer had a detailed product specification, its cost and its proposed delivery time. Enrolment on a course was administered using credit card or postal cheque mediums. A place on the course was reserved from the moment a firm telephone confirmation had been received. The business had been completed within a matter of minutes, the customer having purchased a product without the necessity of leaving his living room.

Just like the football business, our market in education and training is changing, our customers are becoming more selective, more demanding and more sophisticated. . . I wonder how much longer they will be prepared to pay to stand and watch shirts dry.

Andrew Jenkinson is a lecturer in a Leicestershire College of FE.



Education after the Big Bang

Andy Church and Patrick Ainley look at the free-enterprise education authority growing up in the new Docklands city within a city

After the Big Bang, a city outside the City seems set to rise in London's Docklands. The Canary Wharf development on the Isle of Dogs alone will create 10 million square feet of office space with 40,000 new or transferred jobs.

The London Docklands Development Corporation already faces accusations about the undemocratic powers given to it by the Government as the authority responsible for regenerating Docklands. Now it must fulfil its promise that a just proportion of the jobs it will attract go to local people.

In East London, with educational attainment among the lowest in the country and up to 35 per cent of the workforce semi-skilled or unskilled, this poses a problem which the LDDC, and Newham and the Inner London Education Authority are meeting with their own new training initiative. Skillnet is an educational "brokerage service" to coordinate existing training provision in Docklands, adding to it where necessary to meet the needs of both local residents and employers.

This unusual collaboration of Labour-controlled Newham and ILEA with the LDDC's free-market capitalism began in 1984 with the corporation's proposals for a Docklands open college. This "flexible community based training and educational facility" would equip local people with the new skills required by redevelopment and radiate distance learning from a number of "key nodes".

Existing educational providers initially rejected the woolly Manpower Services Commission-speak of the LDDC's reports, denouncing the lack of consultation with the democratically elected statutory bodies and pointing to ILEA's previous plan for an open college involving the local polytechnics. Nor did the Department of Education and Science approve of the LDDC acting as a small-scale education authority.

However, since the Skillnet initiative could potentially generate 46 million of resources in the two rate-capped authorities of Newham and ILEA, their agreement was understandable. Also Newham's community college, formed by the amalgamation of two further education colleges, was keen to increase the relevance of courses to raise local skill levels.

So Skillnet was accepted as an independent limited company and registered charity controlled by a policy board of five members appointed by the I.E.A.s, five by the LDDC from industry, commerce and unions, and one community representative. Day to day management is in the

hands of an executive with a full-time director to be appointed.

The European Social Fund advanced £500,000 to be spent by the new year. Beyond this £3 million has been applied for, with the Department of the Environment underwriting the first £1 million and the LDDC and private companies approached to underwrite further spending. If this money materializes, Skillnet should be fully operational in 1987, and introducing new initiatives, particularly for women's technology training. The long-term aim is for it to become self-funding by charging firms for services.

At present a Quickstart programme offers 1,086 places on 43 different modular courses. Each module consists of 200 hours of instruction divided between classroom and distance learning. A trainee can take up to three modules concurrently full-time, or fewer part-time. Subjects range from community catering and fast foods to driving and building, plus numeracy and literacy depending on ability.

There are no qualification requirements other than Docklands residency. Youth-Quickstart is so far only open to under 25 year-olds, though among the 4,000 enquiries many have been from older people. All course fees are paid, with £2 a day for food and transport, and contributions towards any loss in supplementary benefits.

Alongside Quickstart there is an MSC local collaborative project, which aims to identify employers' training needs both for existing staff and new recruits, and to help those who provide courses reply to meet them. However, part of the attraction of Skillnet for I.E.A.s has been its independence from the MSC.

More than 1000 places have already been filled. Skillnet's widespread advertising has attracted many more young people than the area's further and adult education or Youth Training Schemes ever had. Local schools worry about losing sixth form centres to Skillnet, and Tower Hamlets, sixth form centre's tradition to a tertiary college may be affected.

Debunking Skillnet's lavish advertising and gimmicks, like its "training passport", misses

more fundamental educational objections. Like the MSC, Skillnet tends towards employer-led vocationalism. However, new Docklands employers seem cautious about this latest effort to service their training needs, to judge from the collapse of a consultative committee of parties interested in the Canary Wharf development.

The real question remains whether Skillnet will open new opportunities to the majority whose education ends at 16. Can it offer local youth a share in the new skilled jobs that the relocated city in Docklands will require? Or will it relegate them to marginal service occupations now that the closure of major dock-related industry has deprived them of their traditional occupations.

The example of a firm asking Skillnet to train video-servicing engineers shows the complexity of the problem. Before new technology simplified it, this work was done by graduate electricians. Less qualified staff would enable the firm to pay lower wages while stabilizing its labour turnover.

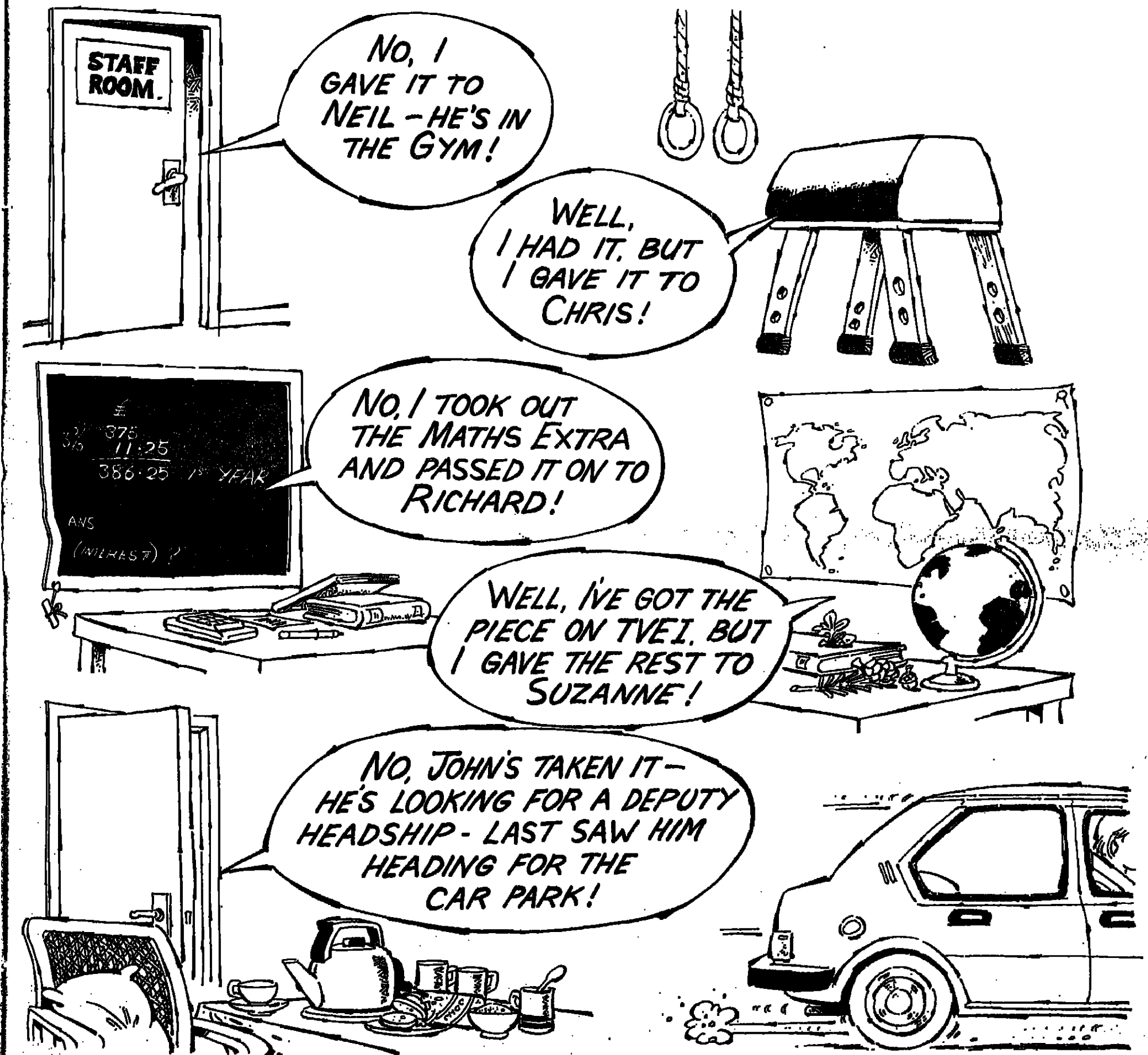
If the graduates are freed from work that no longer requires their skills to enter new, more demanding employment, and if they are replaced by youngsters using skills and earning wages previously unavailable to them, then the new technology and redevelopment will have raised skill levels locally. Quickstart courses will give unemployed people the chance to develop more skills at work.

Alternatively, Skillnet graduates could find themselves in jobs where they perform only the limited semi-skilled tasks for which their brief modular courses have prepared them. Unable to develop their skills, the workforce will be further deskilled. Instead of gaining a piece of the high-tech financial action, another section of British workers may join the slide towards the margins of the world's competitive economies.

Which process will Skillnet be aiding, however good its intentions and however radical its initiatives? Only careful monitoring and time will tell.

Andy Church is lecturer in geography at Birkbeck College, and Pat Ainley is a teacher in east London.

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November.

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ployer. (43054) 1512

BEXLEY
Longley Avenue
Primary School

RENT DASH
Tel: 01-303 5696
Required immediately for the
large all day school
teacher of Art & Design, Scale
1, offering a broad range of
skills to contribute to a depart-
ment which is developing
courses in creative design and
vocational areas.
Please contact the school for
application form and further
details. (45217) 131922

CROYDON
LONDON BOROUGH OF

EDUCATION COMMITTEE
INGRAM BOYS' HIGH
Springfield Road, Thornton
Heath, Surrey CR4 6DZ
Tel: 01-653 0901/2/3
Tenable: As soon as possible
PART-TIME TEACHER (O.3)
Required as soon as possible as a teacher of Art. Exper-

For application forms and further details please contact the Headmaster.

Salary Scale 1.
(45561) 131222

Children's Centre
R (3/4 time)
responsibility allowance plus £728
(ing. (Pro rata),
education unit (maximum 8 pupils) is
are colleagues in working with
ends. The youngsters usually range
and stay here from 2-6 months.
ers reflecting good staffing input.
reputation for its work with parents

Application forms quoting reference number SS/28/189XE available from the Personnel Division, Civic Centre, 100-1100/11th Street, S.W., Vancouver, B.C. V6H 2G6.

Application forms and details obtainable from the Head Teacher at the school. a.s.e. please apply by 15.12.85

Salary Scale 1. (48561). 131222

Charville Lane Children's Centre
TEACHER (¾ time)
Scale 2 plus £1272 special responsibility allowance plus £728 London Weighting. (Pro rata).

This Centre's small but vital education unit (maximum 8 pupils) is actively involved with child care colleagues in working with youngsters who have special needs. The youngsters usually range between 10 and 16 years of age and stay here from 2-8 months. The complement is for 24 teachers reflecting good staffing input. The Centre has built up a good reputation for its work with parents and with other local authorities in the management of extreme children including a number of abused youngsters.

An ability to offer high commitment, strength of character and a flexible approach to tailor individual programmes are important qualities. Modern technology features in our work and familiarity with it is desirable.

Interested candidates should telephone, Gloria Flynn or Derek Brown on 01-841 1445.

Informal visits welcome.

Applications from disabled persons will be welcomed.

Application forms quoting reference number SS/26/189XE available from the Personnel Division, Civic Centre, Uxbridge, Middlesex UB8 3UW. Telephone Uxbridge 60999 (24 hour answering service available). Closing date 8 December 1985.

(04621)

London Borough of
Hillingdon

—

CROYDON
LONDON BOROUGH OF
CROYDON
EDUCATION
DEPARTMENT
ASHBURTON HIGH
SCHOOL
Shirley Road, Croydon CR9
7AL
Tel: 01-656 0222/5

A keen enthusiastic teacher required by the Language Faculty of this 11-16 mixed comprehensive school. The Faculty offers English, French and German. Applications are invited from candidates who can offer one or more of these subjects. The teaching timetable will be arranged to reflect the subjects in which the successful candidate will be required to teach.

Please apply directly to
the Head Teacher.

Salary scale 1.

Tenable from 1st January
1987. (45556) 132422

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 61.
34183) 13242

From January: well qualified
 Teacher of English & Media
 Studies (Soc 1). Applicant
 should enjoy teaching &
 specialist of the subject but must
 have experience and interest in
 teaching Film Media Studies
 as there is a large element of this on the programme.
 Allocation grants
 approved cases.
 Apply in writing to the
 Headmaster giving two
 referees. (45120) 1324

ENFIELD
LONDON BOROUGH OF
ENFIELD
WILLSMOOR SCHOOL
Willsmoor Lane, Enfield EN
6TW
Tel: 850
Required January (December
if possible), temporary teacher
of ENGLISH with some
Personal and Social Education

Departments are well organized and will provide excellent support. This is a temporary Scale 1 post to accommodate maternity leave. Potential applicants are welcome to telephone the school on 01942 764961 for further details. London Allowance, £720. Application forms (HAR/SAE) obtainable from, and returned to, the Headmaster at the school. An equal opportunity employer. (45902) 13422

**LONDON BOROUGH OF
HAVERING**
ROYAL LIBERTY SCHOOL
Upper Brentwood Road,
Romford RM3 6HJ
Tel: Romford 40544
Headteacher: J. P. Coles, M.A.
(Covers: 642 Boys)
Required for April 1987 (or
January 1987 if possible)
Teacher of English up to
C.S.E. level with some
Junior School Drama. Applicants
for a temporary appointment
for the Spring term will
come.
Letters of application en-

losing full curriculum vita
and the names of two referees
should be sent to the Head
teacher as soon as possible
45135) 13242

BERTFORDSHIRE
OFFSCHOOL
OFFS LAIGE, Chashunt, Herts.
N75QW
220 on roll, including 140 in
(xth Form)

required from 1st January 1987, at this s.f.c. co-
 educational school
 SENIORS GRADUATE &
 KNOWS ENGLISH
 throughout the school up to
 Level: Willingness and ability
 to help with games or other
 out-of-class activity, e.g. dra-
 ma, essential.
 Salary: temporary appointment
 considered.
 Salary: Burnham Scale 1
 London Fringe Allowance.
 Letters of application (no
 forms), with curriculum vitae
 and two referees, to be
 submitted.

Further information is available (a.s.e. please). 15242

TUMBERSIDE
EDUCATION DEPARTMENT
EAST RIDING DIVISION
BEVERLEY GRAMMAR
SCHOOL
Lussegate, Beverley HU17
RYA: Voluntary Aided

comprehensive (Group 8),
1-18 years, 190 in Joint Sixth
form
ENGLISH/DRAMA - SCALE 1
required for January or April
interview antipastastic full-time
teacher of English. One must
to teach throughout the school
p to, and including Sixth
form.
Application forms and further
details are available from
Headteacher of the school
or a copy of them com-
pleted forms should be re-
turned by 1st December, 1986
(05387) 12242

100

6

LEA: 0462674301
This lively, largely bilingual individual, a school LEA for 10 years, has a significant number LEA named needs an experienced candidate to take responsibility for IFCNCH within the Modern Language Department from August 1987. We seek a person with some successful experience, committed to communication, has a strong desire to take a share in staff work, a ready to develop a program and a team. We seek a bilingual excellent candidate.

Salary related to Bachelor's Degree, U.S. Superannuation and other benefits.

Further details from Col. Reid (head) to whom applications with CV and name addresses and telephone numbers of two referees, a w.u., should be sent as soon possible. 184502 1836

LONDON SW13

There will be a vacancy in September 1987 for a good honours graduate to teach German and French throughout the school. There are currently some 100 boys studying the subjects at A level, many of

which are candidates for admission to either or Cambridge. Further information may be obtained from the Head of Modern Languages.

St. Paul's entry is substantially above national standards. If necessary, facilities for commutation are available.

For children of established members of St. Paul's, the school offers a special scheme, St. Paul's School, Convent or St. Paul's Girls' School.

Applications, giving full details of medical status and the names of two referees, should be sent to the Head, St. Paul's, 1836 (134607).

Apply to the Headmaster, with c.v. and names of two referees.

1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 26

It is the policy of the BBC, when seeking to fill its most senior appointments, to consider applications from within and outside the Corporation.

A successor is now sought for Sheila Innes who is leaving to take up the post of Chief Executive of the Open College.

The Controller, Educational Broadcasting is the Corporation's chief adviser on educational matters, and is responsible for the development and implementation of educational broadcasting policy in the field of School and Continuing Education and for meeting the BBC's commitment to the Open University.

The Controller will need to be experienced in the processes of broadcast production. An informed understanding of educational publishing and new technologies would be a definite advantage.

Salary by negotiation. Based West London.

Please write with c.v. to Christopher Martin, Director of Personnel, BBC, Broadcasting House, London W1A 1AA, to arrive no later than 8th December 1986.

continued

SCHOOLS CHALLENGE 1987 - 15th year of the annual challenge for all ages from 11 upwards. Details from Schools Challenge, 15 The Avenue, Aylesbury, Bucks. HP20 1JH. Tel: 0494 541137. 60000

SUMMER TEACHING JOBS IN AMERICA - Work on American children's camps, mid June to mid August. See at under 'Holidays and Accommodation'. (55440) 60000

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

THE NEWSPAPER SOCIETY



Is seeking a
**NEWSPAPERS IN
EDUCATION
CO-ORDINATOR**

(£16,000 - 16,750 plus car & benefits)

The Newspaper Society (the association of the local and regional press) is seeking to appoint a national Co-ordinator for its successful Newspapers in Education Project. This work will involve supporting the use of local and regional newspapers in schools as an educational resource in a cross-curricular context. Both Primary and Secondary phases are likely to be involved and the nature of the work can vary from using local newspapers to reinforce mathematical concepts to Media Studies.

The successful applicant will be expected to be able to support and advise individual publishers with regard to a range of educational projects and should be prepared to make presentations to a variety of audiences. A key feature of the Project is the involvement of local publishers with local educational authorities. The ability, therefore, to liaise with educational personnel at a very senior level in addition to inspectors, advisors and headteachers is paramount.

The co-ordinator will be London-based, and will need to be prepared to travel extensively. He/she will be an experienced teacher, concerned with developing curriculum resources materials, able to work on his/her own initiative, should be able to relate well with others, and should possess a strong interest in media, especially newspapers.

Letters of application and full Curriculum Vitae should be submitted to:

Peter Dear
The Newspaper Society
Whitlakers House
Carnegie Street
Leamington
CV34 0BL

from whom further information can be obtained.
Closing date 5th December 1986.

QUEEN ELIZABETH'S TRAINING COLLEGE

A charitable organisation, we're training disabled people for jobs in the open market.

CHIEF INSTRUCTOR (COMMERCIAL) - A new post to lead 12 commercially orientated courses ranging from Typing to Accounting, supervision of 16 staff, budgetary supervision, course and staff development. Experience of up-to-date commercial practices and modern office technology essential. Salary £10,856 - £12,044 p.a. (inc. allowances).

RESERVE INSTRUCTOR (COMMERCIAL) - A new post to provide back-up for some of the above courses and assisting the Chief Instructor (Commercial) in his/her duties. Experience of up-to-date commercial practices and modern office technology essential. Salary £8,973 - £10,809 p.a. (inc. allowances).

INSTRUCTOR - TRAVEL AND TOURISM COURSE - A new post to prepare and deliver, probably by Spring, 1987 an ABTA approved modular course. Liaison with ABTA solid experience in the industry essential. Salary £8,973 - £10,809 p.a. (inc. allowances).

Single/married accommodation is available.
Further details from the Principal - telephone Oxtord (047 284) 2254. Letters of application with C.V. and names of two referees to: The Principal, Queen Elizabeth's Training College, Leatherhead, Surrey KT22 0BN.

Peripatetic Posts

**ISLE OF MAN
BOARD OF EDUCATION
PERIPATETIC MUSIC
SERVICE**

**TEMPORARY VIOLIN
TEACHER - Scale 1**

Required for January 1987 to work mainly in primary schools. This is a temporary appointment for 2 years but a permanent appointment at scale 2 may be available from September 1987.

Letters of application with full curriculum vitae and names and addresses of 3 referees to Music Advisor, Catherine Cullen, Lord Street, Douglas, Tel: (0624 2284) by November 28th, 1986. (34713) 670000

**NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
PERIPATETIC REMEDIAL
TEACHER SCALE 1**

Required for January 1987 to work in the Remedial Service in the Northern Area of the County.

Application forms and further details on receipt of a full curriculum vitae, stamped, addressed, envelope from County Education Officer, County Hall, Room 30, Municipal Lane, Norwich NR1 1JL. Closing date 5th December 1986. (45319) 670000

Outdoor Education

**CALSHOT ACTIVITIES
CENTRE**

Outdoor Peripatetic
Instructors March - October
1987

For those wishing to improve or learn new skills with a view to a career in Outdoor Education. Our training includes training in Canoeing, Rafting, Bushcraft, Climbing, etc. Training will be followed by a five month period as an instructor at the Centre.

For further details and application forms apply to: P. R. Evans, Deputy Director, Calshot Activities Centre, Calshot Spit, Fawley, Southampton SO4 1BT. Tel: Fawley 0703/894077. (45001) 680000

**CORNWALL
INSTRUCTORS CORNWALL
CENTRE**

Required for January 1987 to work in the Remedial Service in the Northern Area of the County.

Application forms and further details on receipt of a full curriculum vitae, stamped, addressed, envelope from County Education Officer, County Hall, Room 30, Municipal Lane, Norwich NR1 1JL. Closing date 5th December 1986. (45319) 670000

**DEVON
SKERN LODGE OUTDOOR
CENTRE**

The professionals in Outdoor Education. Single or Multi-Activity and/or Field Study Courses for groups or individuals. For the best in instruction, equipment, facilities and value. Skern Lodge, Devon. Tel: (03273) 75932 or write to Skern Lodge, Devon. Tel: (03273) 75932.

See our advertisement on Page 24. (18733) 680000

SUMMER TEACHING JOBS IN AMERICA - Work on American children's camps, mid June to mid August. See at under 'Holidays and Accommodation'. (55440) 60000

EDUCATIONAL STUDIES IN OXFORD - 1987-88

University of Oxford Department of Educational Studies

The Department offers three types of advanced qualifications:

1. **RESEARCH DEGREES:** M. Lit and D. Phil. with possibilities of studentships.

2. **M.Sc. IN EDUCATIONAL STUDIES:** A one-year course in EITHER The Governance of Education (administration, organisation and planning), OR Curriculum Studies in either Science (including Science or Mathematics or Geography) or English or Modern Languages.

Applicants should hold a good honours degree or its equivalent.

3. **SPECIAL DIPLOMA IN EDUCATIONAL STUDIES:** A one-year course for experienced teachers who may attend under one of two arrangements -

(i) Department based membership where throughout the year they would be based within the Department of Educational Studies.

(ii) School based membership where one full term would be based within the Department (Autumn or Spring Term) coupled with two terms of school based duty when attendance at the Department would be required on one day per week.

Applicants will also be considered from teachers wishing to spend a year working in Oxford on a stated project, but who do not intend to seek a formal university qualification, or to seek a dissertation.

A flexible programme of study would be based within one of the following areas of specialisation: Assessment; English; Educational Technology; Management in Education; Mathematics; Modern Languages; Moral, Religious, Pastoral and Multicultural Education; Science and Technology; Special Needs; Teacher Education (pre-service and in-service).

Further details and application forms are available from The Administrator, Department of Educational Studies, 15 Norfolk Gardens, Oxford, OX2 6PY.

(04058)

UNIVERSITY OF LANCASTER POSTGRADUATE STUDY IN EDUCATION

M.A. IN EDUCATION (full-time or part-time)

The course provides a wide range of modules allowing students to choose particular courses to meet their special professional interests. In this way many areas of education can be studied in depth, for example:-

Research on Teaching and Learning
Special Educational Needs
Assessment and Curriculum Evaluation
School Organisation and Management
Policy and Planning
School Improvement

DEGREES BY RESEARCH

Supervision for the degrees of M. Phil and Ph.D. is available in the areas listed above and in several others.

Further details from Graduate Studies Secretary
(Ref T71)
Department of Educational Research
University of Lancaster
Lancaster LA1 4YL

(04058)

Appointments Wanted

MALE GRADUATE 14 years experience, currently teaching in comprehensive schools, seeks a post in a primary school. Tel: 0451 451191. 720000

English as a Foreign Language

BOURNEMOUTH

RSA COURSES AT ITTC

Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs regular 4 week preparatory courses for entry to the Royal Society of Arts Certificate in Teaching English as a Foreign Language.

For details write to ITTC, 674 Wimborne Road, Bournemouth or Tel: (0202) 52337 (93528) 70000

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Experienced and well-qualified EFL teacher required from January 1987 to work on intensive English courses for highly-motivated adult, professional students. The successful applicant will have a minimum of 5 years' experience of teaching on Executive or Business courses and will be expected to contribute to the development of the course. The successful applicant will have a minimum of 5 years' experience of teaching on Executive or Business courses and will be expected to contribute to the development of the course.

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LLANDUDNO

TYR BROTHERLY ACTIVITY CENTRE

Residential courses in English, Welsh, and other languages. For details write to Tyr Brothers Activity Centre, Llandudno, Tel: (04663) 680000

DIPLOMA IN T.E.F.L. By correspondence. S.A.E. to: L.T.C. 1, Elystan Place, London SW3 3LA. (45354) 70000

KENT

T.E.F.L. qualified teachers wanted, interested in total involvement in highly-motivated, professional students. The successful applicant will have a minimum of 5 years' experience of teaching on Executive or Business courses and will be expected to contribute to the development of the course.

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INSERVICE TRAINING COURSES

Teachers of Modern Languages. Federal Republic of Germany Summer 1987.

France (La Rochelle) Easter 13-26 April 1987.

Please register your interest now - address below.

Teacher of Classics.

Courses (Athens) Easter 10-17 April 1987.

Information and application forms from In-Service Training Department, 25 St. George's Road, Central Bureau, Southampton SO9 1JL. Tel: (0703) 52337. (04680) 70000

Applications in writing with full C.V. and references to: Principal, St. Giles College, 69 Meville Parade, Southampton BN2 1AD. (45571) 700000

(04680)

Are you Interested in SCHOOL/INDUSTRY LINKS?

The Diploma in the Principles and Practice of Industry and Commerce aims to give teachers from all subject areas a structured experience of industry and commerce in Great Britain with a view to future curriculum innovation and the establishment of closer school/industry links.

The course, leading to a University of Surrey Diploma, will be for one year, full time, and is for qualified teachers with at least three years' teaching experience.

Applications are now invited for places for the 1987/88 academic year.

For application forms and further particulars write to:

The Registry,
St. Mary's College,
Strawberry Hill, Twickenham, Middx TW1 4BX.
Tel: 01-892 0051.

(04680)

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English as a Second Language

BUCKINGHAMSHIRE

MILTON KEYNES AREA

MULTICULTURAL

For details write to ITTC, 674 Wimborne Road, Bournemouth or Tel: (0202) 52337 (93528) 70000

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